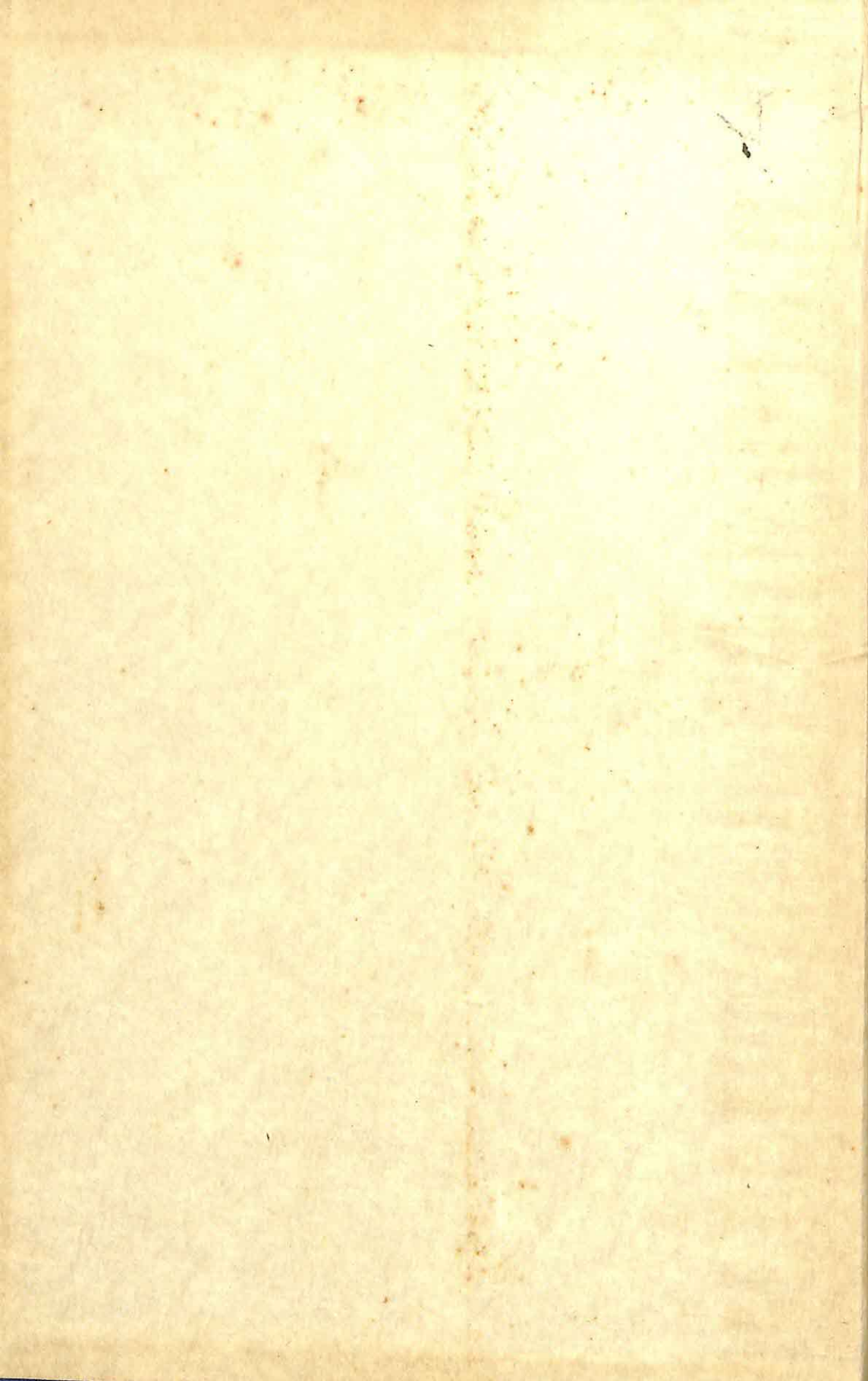


STUDIES IN EDUCATION

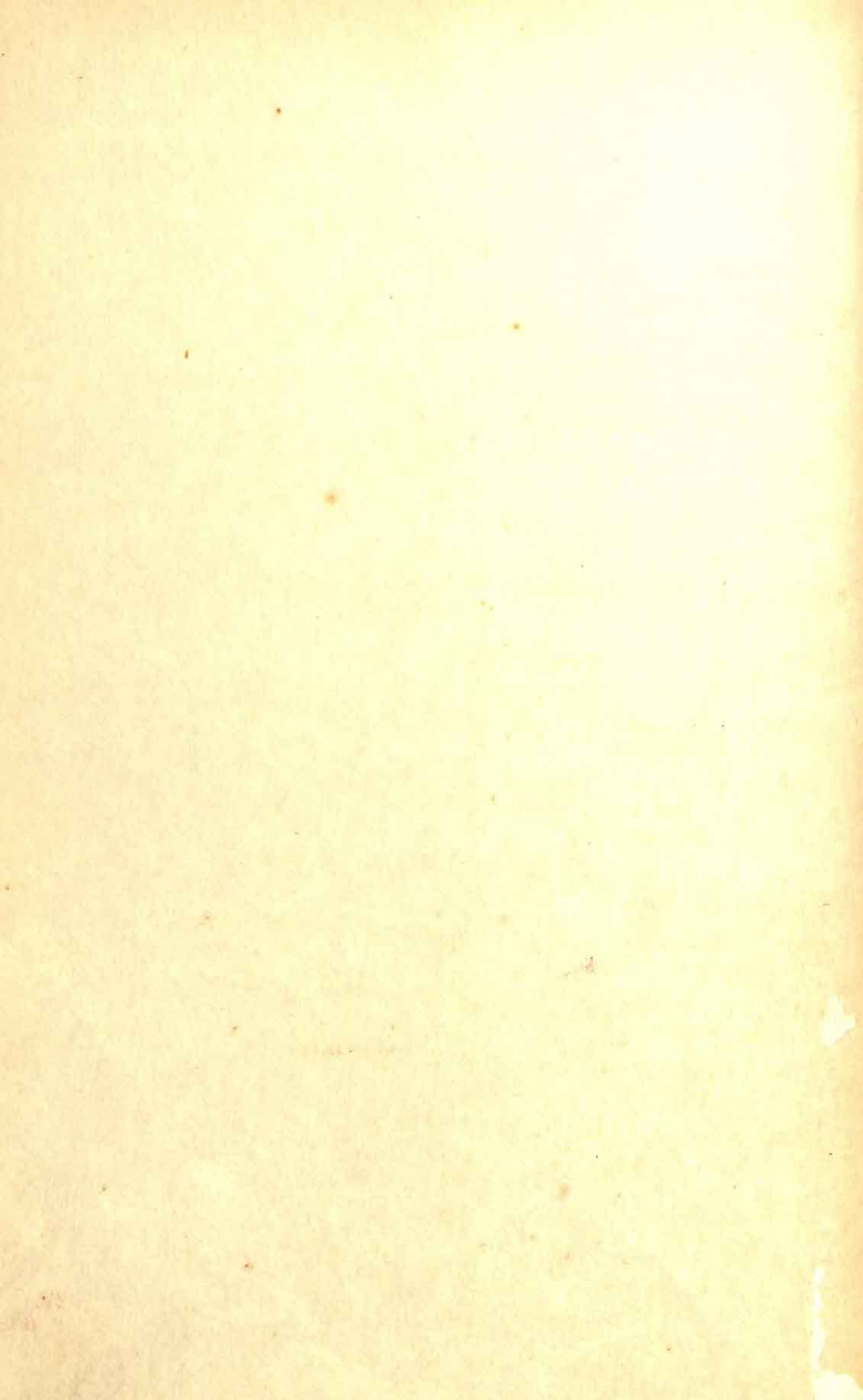
3



8/2

4.00

370.43
7/20



TEACHERS COLLEGE STUDIES IN EDUCATION

WORKING TO LEARN

Milton J. Gold

THE AMERICAN COMMON SCHOOL: AN HISTORIC CONCEPTION

Lawrence A. Cremin

THE SCHOOL ADMINISTRATOR AND SUBVERSIVE ACTIVITIES

E. Edmund Reutter

STUDENT COUNCILS FOR OUR TIMES

Joe Smith

CURRICULUM DEVELOPMENT AS RE-EDUCATION OF THE TEACHER

George Sharp

THE NATURE OF NONDIRECTIVE GROUP PSYCHOTHERAPY

Leon Gorlow, E. L. Hoch, E. F. Telschow

WORLD HORIZONS FOR TEACHERS

Leonard S. Kenworthy

INTERGROUP EDUCATION AND THE AMERICAN COLLEGE

Marjorie B. Smiley

THE RELATIONSHIP BETWEEN THE READER'S ATTITUDE AND
CERTAIN TYPES OF READING RESPONSE

Anne Selley McKillop

FAMILY LIFE EDUCATION IN SCHOOL AND COMMUNITY

Elizabeth McHose

STUDENT PARTICIPATION IN COLLEGE ADMINISTRATION

Frances E. Falvey

ART IN THE COLLEGE PROGRAM OF GENERAL EDUCATION

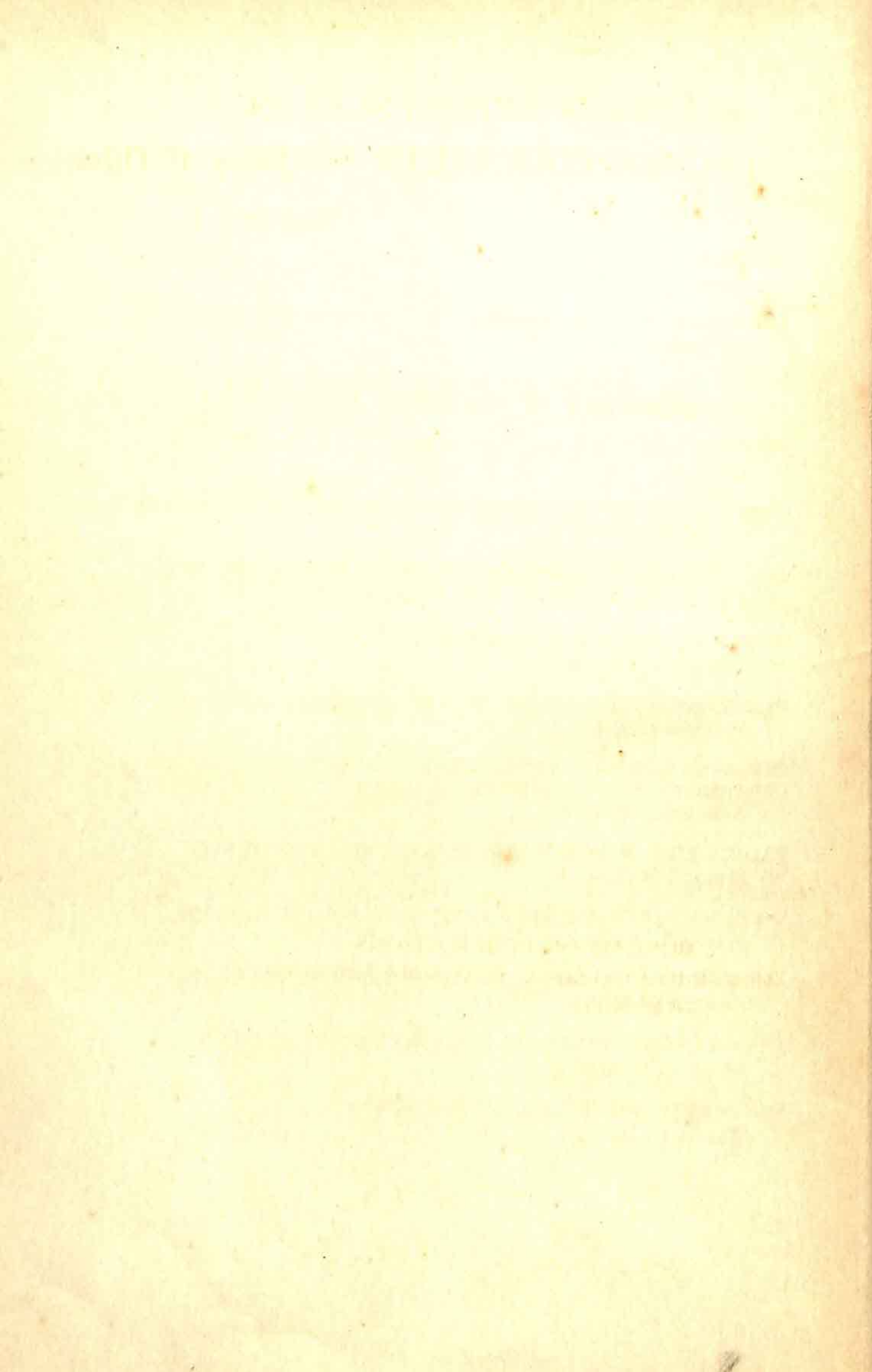
Ernest Ziegfeld

THE TRANSFER VALUE OF GUIDED LEARNING

Robert C. Craig

EDUCATION AND SOCIAL INTEGRATION

William O. Stanley



DIRECT EXPERIENCES IN
TEACHER EDUCATION A Story of Three
Programs

DOROTHY M. McGEOCH, Ed.D.

BUREAU OF PUBLICATIONS
TEACHERS COLLEGE COLUMBIA UNIVERSITY
NEW YORK 1953

370-73
MCC

Bureau Ednl. Psy. Research	
DAVID WALSH TRAINING COLLEGE	
Dated.....	2.2.55
Acco. No.....	812

COPYRIGHT 1953 TEACHERS COLLEGE COLUMBIA UNIVERSITY
PRINTED IN THE UNITED STATES OF AMERICA

PREFACE

For almost thirty years the American Association of Colleges for Teacher Education (formerly the American Association of Teachers Colleges) has used a series of standards as the basis for its accrediting procedures. These standards define in specific terms the characteristics of an acceptable program of teacher education. They have been developed by the Association itself and are constantly revised and refined to keep pace with the needs of a growing program.¹

In 1936, the Association decided to move in the direction of qualitative, as opposed to quantitative, standards. Since that time all the standards have been revised and evaluation schedules prepared to make their application easier.² The new standards are concerned not with minimum requirements but with desirable goals. For this reason no institution has at present a program of teacher education that fully meets the provisions of the AACTE standards. Progress toward the kind of program envisioned by the standards, however, has become a major concern of many teacher-preparing institutions.

This study is concerned with the implementation of Standard VI on Professional Laboratory Experiences. It has two closely related purposes: first, to describe desirable practices consistent with the philosophy set forth in Standard VI; and second, to illustrate methods and

¹ E. S. Evenden, "A Quarter Century of Standards," *First Yearbook of the American Association of Colleges for Teacher Education*, The Association, 1948.

² American Association of Colleges for Teacher Education, *Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education*, The Association, 1952.

principles of working to bring about fuller implementation of the Standard.

The situational approach has been used as a means of achieving these purposes. Detailed descriptions of direct experiences provided by three hypothetical teacher-preparing institutions have been constructed. The programs of the three institutions are described as they are operating in 1953 and as they might be operating in 1958 if certain positive steps should be taken toward their improvement.

The 1953 descriptions are not accurate portrayals of any existing programs. However, an actual institution served as the basis of the description in each case and most of the practices described are, or have been, used in teacher-preparing institutions similar to the ones in this study.

The year 1958 was chosen for the projected programs because a five-year period was considered long enough to make progress toward a desirable program clearly observable and, at the same time, brief enough to make it possible to trace with some clarity the effects of the influences making for change which are pointed out at the beginning of the period.

The projected programs for the three institutions suggest plans for action. They are based on an analysis of the situations and the factors making for change which can be observed to exist; but each obviously represents only one of the many possible ways of moving in the given situation. There has been no attempt to be exhaustive in describing any one program. Almost innumerable possibilities exist for changes which might well be as effective as those chosen. Outstanding features of the programs of each institution have been described in some detail. Aspects of the programs which have shown less development or are similar to those described fully in another institution have been much less completely treated.

The study is focused on a description of the direct experiences in the elementary curriculum of each institution; but in many cases a discussion of the total program has been necessary to make clear the determining factors in the situation.

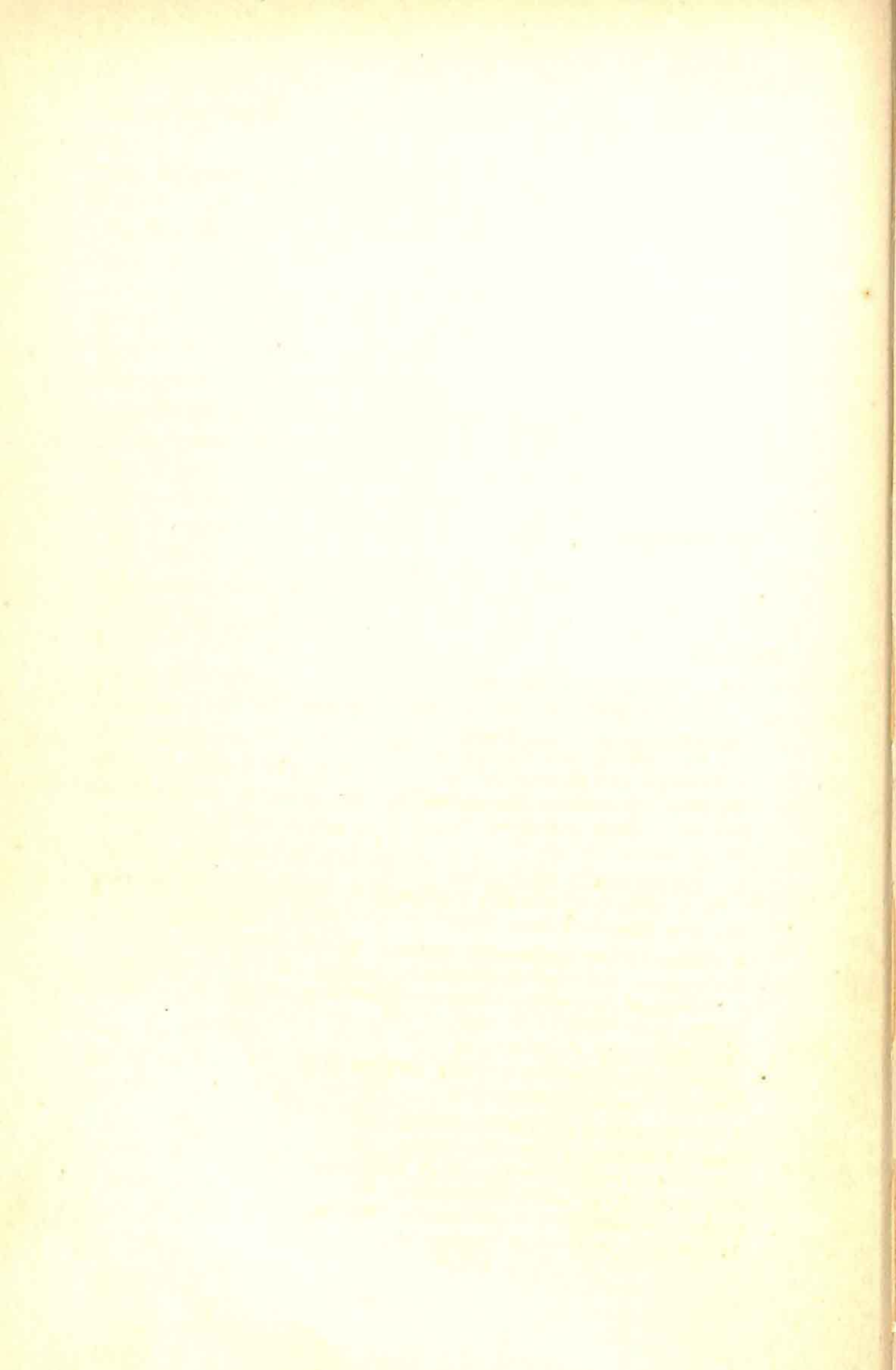
The descriptions are presented in a manner designed to provide a view of the programs of direct experiences through the eyes of persons variously involved—students, staff, administrative officers, outside observers, and community members. It is hoped that the different

forms of presentation—diaries, letters, narratives—will add variety and color to the report.

The materials from which the descriptions were constructed came from many sources. Firsthand experiences, printed materials, teacher education classes, state and national conferences, and informal conversations—each contributed a share. Each description contains accounts in varying proportions of both observed and reported practices, and of practices invented or adapted to meet an evident need. Where actual procedures are described an attempt is made to cite descriptive materials published by the institution using the program. Printed accounts of programs of teacher-preparing institutions are not plentiful, however, and in some instances the only existing description of the practice is the one contained in this study. In addition, there are undoubtedly some points at which the blending of fact and fiction has been so complete that the source of a particular suggestion is unrecognized or unknown.

It is evident that such a study owes much to many persons and groups, including co-workers in three teacher-preparing institutions and fellow students at Teachers College, Columbia University. Such indebtedness is gratefully acknowledged. Particular appreciation is due to Dr. Lloyd P. Young for his unfailing understanding and helpful advice; to the members of my Supervising Teacher Workshop for their assistance in recording many of the incidents in the student diary; to Dr. Margaret Lindsey for her friendly counsel and for the use of her extensive materials relating to curriculum development in teachers colleges; to Dr. Alice Miel and Dr. Karl Bigelow for their constant cooperation and support; and to Dr. Florence Stratemeyer for her guidance and encouragement not only during the writing of this report but throughout my two years of study at Teachers College.

D.M.M.

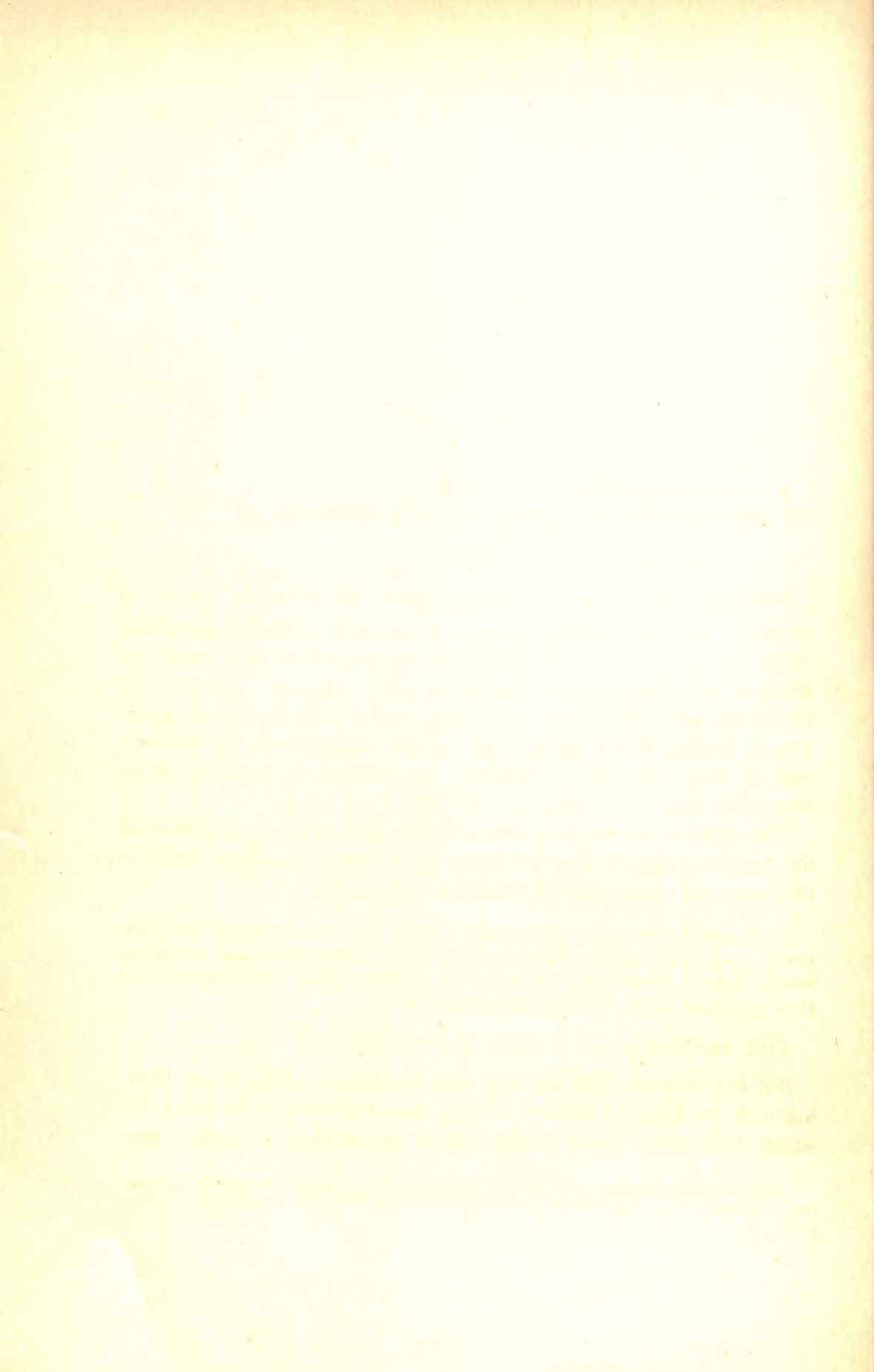


CONTENTS

PREFACE	v
1 AN EXPANDING CONCEPT OF PROFESSIONAL LABORATORY EXPERIENCES	1
The Adoption of a New Standard	1
The Development of a Concept	3
A Statement of Characteristics	4
The Need for Different Approaches	5
Progress in Three Institutions	6
An Expanding Concept	7
2 AN ESTABLISHED PROGRAM IN A SMALL TEACHERS COLLEGE	8
<i>Elm City Teachers College, 1953</i>	
A College for the Education of Teachers	9
A Curriculum for Preparing Elementary Teachers	14
A Program of Professional Laboratory Experiences	18
Evaluation in Terms of Standard VI	24
3 COLLEGE AND COMMUNITY COOPERATION FOR BETTER EDUCATION	27
<i>Elm City Teachers College, 1958</i>	
A New Outlook at the Teachers College	27
Factors Influential in Promoting Change	28
Community Facilities for Laboratory Experiences	32
A Program of Curriculum Development	39
Professional Laboratory Experiences in 1958	46
An Evaluation in Terms of Standard VI	63

4	THE DIVISION OF EDUCATION PLANS A PROGRAM FOR ELEMENTARY TEACHERS <i>Jefferson University, 1953</i>	67
	The Need for a New Curriculum 68	
	A Report of Progress 72	
	The New Curriculum Described 76	
5	INDIVIDUAL GUIDANCE IN A PROFESSIONAL SEQUENCE <i>Jefferson University, 1956-1958</i>	83
	Robert Tarlton's Autobiography 83	
	The First Year of Professional Preparation 88	
	Laboratory Experiences During the Summer 97	
	Professional Preparation in the Senior Year 99	
	Student Teaching in the Winter Quarter 104	
	Final Experiences and Future Plans 113	
6	PROBLEMS OF AN EXPANDING PROGRAM <i>Central State Teachers College, 1953</i>	124
	Excerpts from the College Catalogue 125	
	Present Problems and Possible Plans 129	
	A Day in the Life of a Supervising Teacher 136	
7	ADDED FACILITIES THROUGH COOPERATIVE ACTION <i>Central State Teachers College, 1958</i>	138
	Improvement of Student Teaching 139	
	Education in Human Growth and Development 149	
	A Program of September Field Experiences 153	
	Reorganization of Junior Professional Courses 157	
	Revisions in Requirements for Seniors 161	
	Cooperative Development of Freshman Courses 163	
	The Influence of Standard VI 164	
8	REPORTS OF PROGRESS IN IMPLEMENTING STANDARD VI	166
	Preparation for a Panel Discussion 166	
	Initiation of Programs of Improvement 168	
	Direct Experiences a Cooperative Responsibility 171	
	Provision for Individual Differences 178	
	Final Plans for the Panel 183	
	An Expanding Concept 184	
	BIBLIOGRAPHY	
	APPENDIX A Comparative Summary: Implementation of Standard VI in Three Teacher-Preparing Institutions	186
	APPENDIX B Standard VI	188
	INDEX	198
		207

DIRECT EXPERIENCES IN TEACHER EDUCATION
A Story of Three Programs



1 AN EXPANDING CONCEPT OF PROFESSIONAL LABORATORY EXPERIENCES

For many years *direct experience* meant only a certain number of hours of "practice teaching" to persons interested in teacher education. There was a time when the term *professional education* referred, for teachers, to a few practical lectures on school-keeping. And for most people the word *laboratory* still carries with it connotations of queer-shaped bottles, horrid smells, and scientific experiments. A combination of these three terms, however, has resulted in the birth of an impressive new one: *professional laboratory experience*.

The meaning of the term was officially defined by a committee of the American Association of Colleges for Teacher Education (formerly the American Association of Teachers Colleges).¹

Professional laboratory experiences include all those contacts with children, youth, and adults (through observation, participation and teaching) which make a direct contribution to the understanding of individuals and their guidance in the teaching-learning process.

THE ADOPTION OF A NEW STANDARD

But the committee did not stop with a definition of the term. Starting with the assigned task of revising the Association's Standard VI, which dealt with "The Training School and Student Teaching," they

¹ American Association of Teachers Colleges, *School and Community Laboratory Experiences in Teacher Education* (Oneonta, N. Y., The Association, 1948), p. 7.

set up basic principles upon which to work, secured questionnaire data, held many group conferences with representatives of teacher-preparing institutions, and studied promising practices in selected institutions.²

A report of the work of the committee, *School and Community Laboratory Experiences in Teaching Education*, was published by the Association in 1948; and, after study by member institutions, the new Standard VI, on "Professional Laboratory Experiences," was adopted by the Association in February, 1949.³

Six major aspects of a desirable program of professional laboratory experiences are described in the Standard. These aspects are listed as (1) the place of professional laboratory experiences in the college curriculum, (2) the nature of professional laboratory experiences, (3) the assignment and length of laboratory experiences, (4) the guidance of professional laboratory experiences, (5) the guidance of professional laboratory experiences as a cooperative responsibility, and (6) facilities needed to implement the program of professional laboratory experiences. The Standard states that professional laboratory experiences should be an integral part of the work of each year of college and that they should afford opportunity for responsible participation in the major areas of a teacher's work. The assignment to a laboratory situation and the length of the experience in any one situation should be determined according to the needs of the individual student and his rate of growth. The guidance of professional laboratory experiences should be at all times in terms of basic educational principles and should be a joint responsibility of college and laboratory staff members. The laboratory facilities needed to carry out such a program are described as being extensive enough to provide for each student wide contacts with a variety of situations, different pupil groups, and representative school situations. They should also be conveniently located and easily accessible to staff and students. These six aspects are considered to be integral parts of the whole program of teacher education and intimately related to each other and to all other aspects of the total design of the curriculum.

The new Standard VI is written entirely in qualitative terms and is accompanied by evaluative criteria which describe in some detail the conditions under which the Standard can be most fully implemented.

² *Ibid.*, pp. 5-14.

³ For complete text of Standard VI, see Appendix B.

THE DEVELOPMENT OF A CONCEPT

The adoption of the Standard was only the first step toward the development of the new concept. Intensive study by institutional groups, discussion at national and regional meetings, and workshops sponsored by the Association helped to point up the implications for action. Then, as individuals and groups started working toward implementation of the Standard in teacher-preparing institutions across the land, a widening concept of professional laboratory experiences began to emerge.

To some it meant change in the direction of providing students with opportunities for community contacts: attending city council meetings, leading Scout troops, working in community centers, reading to blind children, teaching square dancing to a P.T.A. group, supervising a playground on a Saturday afternoon, serving as lifeguard at the city swimming pool, playing games with crippled children at the hospital, telling stories in the library, singing lullabies at nap time in a nursery school, playing the piano for dancing at a Y.W. party, bathing babies in a day-care center, washing dishes at a church supper, writing business letters for recent immigrants, sharpening tools for an adult class in wood-working, ringing doorbells to urge citizens to vote, typing case reports in the office of the county welfare department, interviewing householders to determine the need for a city rent control law, and participating in a panel to urge school board reforms. Yes, to some it meant community contacts.

To others it meant primarily provision for work in the schools prior to student teaching: serving hot lunches in the cafeteria, correcting arithmetic papers with the sixth grade teacher, accompanying a basketball team on a trip to a neighboring city, helping supervise a finger painting lesson in grade one, making costumes for an assembly program, painting the walls of the new lunchroom with a group of children, cleaning storerooms under the watchful eye of the principal, pronouncing words for an ambitious spelling bee contestant, chaperoning a group of high school sophomores on a trip to the county fair, typing copy for the school newspaper, playing house with the first graders in their homemaking corner, being "it" for a game of squat tag with the third grade, dancing with awkward adolescents at the Freshman Hop, advising on the choice of next week's book in the school library, coaching the fifth grade baseball team, attending a Spring Breakfast prepared by the girls of the home economics department,

running errands for the principal on the first days of school. Yes, to others it meant work in the schools.

There were many institutions where professional laboratory experience meant first an expanded program of student teaching: assignment on the basis of readiness for teaching, opportunity to work all day with one group of children, adjustment of the length of time spent to individual needs, guidance by well-prepared and professionally capable supervising teachers, participation in all of the activities of the teacher both in and out of class, cooperative planning by student and supervising teacher, joint responsibility of college and supervising teacher for guidance of the student, wide contacts with children of varying ages, consideration of needs of students in determining number of teaching situations, and evaluation in terms of the student's ability to use basic generalizations in meeting new experiences. Yes, in many institutions it meant improved student teaching.

In a few teacher-preparing institutions, the concept of professional laboratory experiences was widened to include experiences following student teaching: a continuation of community contacts, rendering special services to the schools, opportunities for added experience in areas where the student had a special interest, provision for more guided participation at points of particular difficulty, substitute teaching by some students in an emergency, planned observation of outstanding teaching, and initiation of an internship program combining experience with further study. Yes, to a few it meant experiences following student teaching.

A STATEMENT OF CHARACTERISTICS

It meant all these things to a group of representatives of over a score of teacher-preparing institutions who tried to record in words their concept of professional laboratory experiences.⁴ After many hours of work they produced a statement which still failed to express all they wanted to say. They wrote:

A professional laboratory experience has the following characteristics:

1. It is a guided experience which makes a direct contribution to the student's understanding of individuals and competence in their guidance in teaching-learning situations.
2. It requires the student's involvement in active interaction with children, youth, or adults.

⁴ Leadership Training Conference for AACTE Workshops, Illinois State Normal University, April, 1950.

3. It provides opportunity for the student, in terms of his level of readiness, to participate in representative activities of the teacher.

It is recognized that laboratory experiences possessing these characteristics will differ for the individual student. The contribution of an experience to the student's growth is related to his degree of involvement and the meaning which the situation has for him. In turn, the degree of involvement and meaningfulness is directly related to his purposes and background of experience. For example, observation of a group of children and their teacher at work (with little or no overt participation) may be very meaningful for and effectively involve the student who has previously had first-hand experience with children. For experiences to have the greatest possible value for the student they should be planned and developed cooperatively by the student and his staff advisers, to provide for expanding purposes and for participating more widely in the range of educational activities of the teacher.

THE NEED FOR DIFFERENT APPROACHES

The words are inadequate but the concept which they seek to describe has not ceased to grow in importance. In programs of teacher education throughout the nation, direct experiences have begun to increase in scope and effectiveness as their value is realized. And always, as a program grows, the concept of professional laboratory experience develops in relation to the needs and resources of the local situation. The qualitative Standard imposes no rigid requirements but encourages progress at varying rates toward goals which provide direction, not a certain road to follow.

The procedures adopted are not the same for all institutions. Present programs and practices vary widely and the steps which need to be taken toward improvement are quite different for different institutions. The potential for change and the characteristics of a desirable program are a combination of innumerable factors peculiar to the local situation and of many features common to a particular type of institution.

Many factors relating to community conditions, personnel involved, and local needs have to be considered by those persons in each institution who are interested in improving practices. There are some problems, however, which are characteristic of certain types of institutions. For instance, teachers colleges with very large enrollments have in common the problem of providing adequate facilities for professional laboratory experiences for a large number of students, although the severity of the problem and the means used to solve it are different for each institution. A large university school of education may share this

problem of numbers, and face in addition other issues arising from its position as part of a university organization. The department of education in a small liberal arts college often meets problems not unlike those of a very small unit in a university, but it may also be confronted with conditions relating to inadequately prepared staff and meager financial support such as are found in many small state-supported teachers colleges.

It is apparent, then, that while differences among teacher-preparing institutions are very great, many similarities exist. Programs developed for use in one situation may well be suggestive of related procedures appropriate to other conditions. Ways of working which have been found effective by one staff group often have important implications for others who are attempting to move in a like direction.

PROGRESS IN THREE INSTITUTIONS

In 1953 movement toward implementation of Standard VI has definitely begun. Faculty members at Elm City Teachers College, a small state-supported institution in New England, are evaluating their program of laboratory experiences. At Jefferson University in the deep South, needed improvements in the program of direct experiences are being carefully considered by the staff of the Division of Education. And conditions which may directly influence progress toward implementation of Standard VI are already causing concern at Central State Teachers College in the Midwest.

These three institutions are characterized by distinctly different administrative organizations, present programs, and local conditions. During the next five years each will develop a program of laboratory experiences based on the needs and potentialities of the local situation. These programs will have much in common and will represent different degrees of progress toward a common goal.

By 1958 the concept of professional laboratory experiences will have taken on many new meanings to persons in these three teacher-preparing institutions.

In the small New England city, the citizens will understand the concept as the basis of their cooperation with the teachers college within their borders. To them it will mean assistant teachers in many classrooms, free in-service education for their teachers, skilled supervision of classroom activities, an abundant supply of skillful help in guiding community organizations for children and adults, and supplies and

equipment for their schools beyond what their own resources could provide.

The students in the Division of Education of Jefferson University, in a Southern city, will have many opportunities to come to understand the concept of professional laboratory experiences. To Robert Tarlton, class of '58, it will mean, among other experiences, acting as counselor at a children's camp in Maine, leading games at a Community House, performing science experiments for fifth graders, working on an assembly line in an automobile factory, coaching a basketball team for interschool competition, planning an excursion to the city hall, and entering upon a two-year internship when he graduates from college.

Jane Randles was given the title of Coordinator of Laboratory Experiences when she joined the faculty of Central State Teachers College in the Middle West. It was a new title and a new position then; but over the years, as Jane works with other staff members, the meaning of the concept that lies behind her job will become increasingly clear. It will mean students working in community organizations, faculty co-operating to schedule demonstration classes and opportunities for participation, resident supervisors and groups of students living in off-campus student teaching centers, principals and teachers throughout the state providing September field experiences for prospective teachers, laboratory school teachers making maximum contribution in experimentation and demonstration teaching to the total program, and faculty advisers working with students on programs of guided electives.

AN EXPANDING CONCEPT

Yes, the concept of professional laboratory experiences will mean all of this, and more, to teacher-preparing institutions, to workshop groups, to Elm City citizens, to Robert Tarlton, to Jane Randles. And for each, its meaning will be intimately bound up in the effort made to work toward the goals set forth in the words of Standard VI.

The following chapters give a closer look at each of these situations—at Elm City Teachers College, at Jefferson University, and at Central State Teachers College—to observe the program of direct experiences which is in operation in 1953 and that which might come into being by 1958. As the program unfolds and the concept of professional laboratory experiences on which it is built expands, it will be plain to see how truly this concept means not only the things which are listed here but more, much more.

2 AN ESTABLISHED PROGRAM IN A SMALL TEACHERS COLLEGE

All roads leading into Elm City must come over the crests of the surrounding hills and descend by steep and twisting ways or more gradual slopes to the floor of the valley below. It is said that the city is built where a glacial lake once lay, and on the hillsides faint vestiges of prehistoric shore lines are still visible. Roads entering from north or west lead through outlying sections of suburban homes and small industrial establishments directly into the heart of the small city. Central Square is actually a triangle—made by the junction of Washington and Court streets, which meet to form Main Street. Around the Square are the county courthouse, the city hall and a number of brick store and office buildings. At the apex of the triangle, with its tall white spire dominating the scene in a manner that is typically New England, stands the First Congregational Church.

The Square itself is rather small, and is thickly shaded by the ancient elms that give the city its name. It is traditionally adorned with a Civil War monument, a small fountain, and, in summer, a number of green wooden benches. The information booth is a comparative newcomer and reflects the increasing concern of the thrifty Yankee for the material benefits of the tourist industry.

The sprightly old man in the booth is ready to tell curious "foreigners" about his city.

"We consider ourselves a rather typical New England city," he says. "Population around 10,000, largely descendants of old settlers, with a

good sprinkling of Greeks and Germans to keep us from getting too ingrown. We like to look back on our nearly three hundred years of history—you'll find a number of historical monuments scattered around—but we are looking forward, too. We have a local radio station and a municipally owned and operated airport with direct air service to New York and Albany. Boston is only a couple of hours away by the nonstop streamline train that comes down from Burlington every morning. We have good roads and pretty convenient bus lines to boot.

"We've never had any large industry in the city, and we're glad of it. We try to get small and diversified industries to come here. That way we feel we are in a better position to weather depressions and to avoid large-scale labor troubles. Our workmen don't earn the highest salaries in the state, but most of them work steady.

"We like to tell you about our broad streets, beautiful trees, old houses, and healthy climate; but when we really want to boast we talk about our Main Street. The first settlers laid it out four rods wide so's there'd be plenty of room to hitch the horses as the city continued to grow through the years. 'The widest paved Main Street in the world,' anyone in town will tell you; and though I haven't been to any of these places like New Orleans that some folks claim have wider streets, I have never heard any proof that our claim is false, especially if you are careful to keep all the adjectives in."

A COLLEGE FOR THE EDUCATION OF TEACHERS

Down that wide Main Street, past several blocks of stores, across the railroad tracks, and beyond the Catholic Church lies the campus of the Elm City Teachers College. A blue and gold sign swings at the corner of the campus to announce to passers-by that this is a college maintained by the state for the education of its teachers.

The campus is rectangular in shape and edged with buildings: two girls' dormitories, one of which contains the college dining hall; the president's large white house; the administration building, which was twice the home of the governor of the state; the heating plant; and the vocational arts building. All of these look out on the lawns, flower gardens, and tennis courts which occupy the center of the campus. Across the streets that border three sides of this inner rectangle are other college buildings: the library, the gymnasium, the home management house, and half a dozen large residences which have been purchased by the college and made into dormitories for men.

isolated community is likely to provide only a meager education in the traditional Three R's.

In the high schools the effects of the private academy and the classical traditions of learning are still strongly felt in many places. Course offerings are limited to two rather rigidly defined types of curricula. Those who possess the necessary ability take the "classical course" of regular academic subjects, whether preparing for college or not. Less able students are given courses in agriculture, industrial arts, or home economics with more or less vocational emphasis. Electives are often few or nonexistent. School organizations are considered definitely extracurricular where they are present at all.

Community organizations for children and young people are often inadequate or lacking entirely. Many of the rural churches attempt little more than an annual picnic and a supper or two in addition to the regular Sunday services. In the towns, Boy and Girl Scouts and related organizations exist intermittently but suffer from lack of adequate leaders.

The New Englander is traditionally an individualist, and this characteristic is clearly visible throughout home, school, and community life. They dislike exceedingly to be forced by circumstances to ask a favor of friend or neighbor, and expect others to ask little of them. Along with this individuality of action goes the usual amount of competitive endeavor. The much-admired "Yankee shrewdness" consists at times in "doing the other fellow before he has a chance to do you."

These, then, are some of the characteristic elements in the culture which through the years has produced the typical student of Elm City Teachers College. He is a good student, too. He has passed all of his required subjects and graduated from high school with a creditable record. He is well thought of by the faculty and townspeople. He has worked summers and saved his tips in order to go to teachers college. Usually, he really wants to teach.

The reasons behind this desire to become a teacher are varied. Some young people have in mind the advantages of steady employment and fairly stable, though small, wages. Some look upon teaching as a means of social mobility and anticipate attaining the status of a professional worker. Others need to have a means of earning a living for a few years before marriage; and the teachers college not only provides preparation for a fairly congenial job but also facilitates social contacts with those eligible to become life partners. The rest, chiefly those who

have been fortunate enough to have contact with enthusiastic and skillful teachers, have some notion of the possibilities and rewards of the profession and are motivated by a sincere desire to put into practice the motto which the Elm City Teachers College long ago selected for its own: "Enter to learn, go forth to serve."

The faculty is important. From these students the teachers college seeks to develop "educated citizens in a democracy as well as successful teachers." Since the power of the college to act and to influence its students is dependent on the members of its faculty, it is necessary to know something of the fifty-four persons who comprise the college instructional and administrative staff.

It is not a young staff. The average member of the group has had twenty-five years' teaching experience, and twenty have taught for thirty years. About half of the staff have held their present positions for more than ten years.

The president of the institution has just celebrated his tenth anniversary in his present job. He came to Elm City after fifteen years' experience as a teacher and superintendent of schools. Dr. Pierce is hard working, forward looking, and thoroughly democratic in all his actions. He has attempted to provide an atmosphere of cooperation and good will, and has been careful not to force on the staff changes in procedure and policy for which they have not shown readiness. It is largely due to his skillful guidance and mediation that the faculty group have been able to make some progress in working together in spite of the differences in philosophy and background which separate them.

About one-fourth of the staff belong to the Old Guard. Most of them have master's degrees—in some subject matter area—that were obtained fairly early in their teaching careers. A large number of them have developed satisfying hobbies and interests outside their teaching responsibilities. Their social life revolves around their own group, the married couples entertaining each other in their homes and the unmarried women living in dormitories where most of them have some type of supervisory duties. Two factors in recent years have tended to undermine the security of this group. The first was the questioning and often critical attitudes of the large number of veterans who, in the postwar classes, challenged their methods and ideas and showed an unprecedented lack of respect for the dignity and authority of the Professor. A second factor, closely related to the first, is the presence on the campus of a number of new staff members, a few of them with advanced de-

grees, whose educational ideas and methods of teaching are a source of constant friction. Increasing insecurity has resulted in greater inflexibility in the thinking of the Old Guard, and a fear of change has become an important motive for many of their actions.

The eight or ten staff members known unofficially as the Young Upstarts are definitely interested in change. They are very active people. Most of them are continuing their own professional preparation by means of Saturday classes or summer school sessions. They are teaching full schedules, and have responsibilities in regional or national professional organizations. They are actively engaged in working with student organizations and on faculty committees of various kinds. In their enthusiasm this group has sometimes acted in ways which are most disturbing to other members of the faculty. Many of them made initial errors out of ignorance, and reacted to the resulting criticism with antagonism rather than understanding. Some of the inflexibility which they criticize in their opponents is observable in their own calculated disregard of the cherished traditions of the institution where they are employed.

The large majority of the staff members, however, are outside these two groups. They are, for the most part, conscientious, intelligent teachers, with a traditional orientation, who are anxious to do a good job as they see it. They are not averse to change but need to be helped to know what changes are desirable. They have a preference for the type of leadership which gives rather definite direction and sometimes fail to understand the democratic methods of a president who refuses to tell them what to do. In the various issues that have been raised during the last few years they have been swayed by the arguments that seemed to them most potent at the moment, with the result that faculty policies have tended to be inconsistent and lacking in clear direction.

In spite of their differences, all members of the staff are genuinely interested in providing a good educational program for the students under their care. That there are widely varying opinions as to the most effective means of achieving this aim cannot be found surprising or unique in educational history.

A CURRICULUM FOR PREPARING ELEMENTARY TEACHERS

The curriculum for students who are preparing to become elementary school teachers has been in effect for only eight years. It was developed during 1944-45 by the staff members who were teaching

courses in elementary education and the supervising teachers of the elementary laboratory school. The effort involved many stormy sessions and bitter disagreements during which the subject matter specialists waged valiant war for the inclusion of a sufficient number of hours of their specialties and the professional education staff defended with vigor the full number of required hours of methods and principles. The contest ended not in a decision but in a stalemate. No agreement could be reached; so a pattern which had been proposed by the laboratory school teachers, the only relatively unbiased members of the group, was accepted and put into operation. For a plan which had grown up under such adverse circumstances and which pleased no one, it has worked out rather well in practice.

The first two years are devoted to general education. The freshman and sophomore years are given over to general education. This arrangement was dictated by the fact that the college was being pressed to help care for the large veteran group by offering two years of general education which would be accepted for transfer by the state university and other educational institutions. Therefore, courses were set up which were to be the same for all students during the first two years. In practice, however, those who signified their intention of becoming elementary school teachers were grouped in separate sections while the potential transfer students were distributed among the sections reserved for the majors in secondary education. In the areas of science and social studies, other students are free to elect one of the courses offered, while prospective elementary school teachers are directed to take Physical Science and Fundamentals of Geography, thus further differentiating their curriculum. The same thing has occurred in relation to the new course in the humanities for which students of elementary education must substitute Introduction to Art and Introduction to Music.

In the sophomore year, the courses in English, science, psychology, and social studies are prescribed for all students, but the elementary education majors are generally taught in a separate section to facilitate scheduling. The sophomore student majoring in elementary education is allowed one elective selected from a special list given to him at registration. The list varies slightly from year to year but usually includes courses in geography, music and art appreciation, and coaching.

The enforced isolation of the prospective elementary school teachers has several results. Some of the instructors take the opportunity to

ELM CITY TEACHERS COLLEGE
ELEMENTARY EDUCATION CURRICULUM
1953

FRESHMAN YEAR

English	6 hrs.
Physical Science	8 hrs.
Geography	6 hrs.
General Mathematics	6 hrs.
Introduction to Art	3 hrs.
Orientation	2 hrs.
Physical Education	2 hrs.

SOPHOMORE YEAR

English	6 hrs.
Psychology	6 hrs.
History of Civilization	6 hrs.
Biology	8 hrs.
Electives	6 hrs.
Physical Education	2 hrs.

JUNIOR YEAR

American History and Gov. .	6 hrs.
General Methods	10 hrs.
Teaching Language Arts ..	6 hrs.
Principles of Elem. Ed. ...	3 hrs.
Educational Evaluations ..	3 hrs.
Electives	6 hrs.
Physical Education	2 hrs.

SENIOR YEAR

Student Teaching	15 hrs.
State Education	3 hrs.
Sociology	3 hrs.
Health Education	3 hrs.
Electives	6 hrs.

professionalize the subject matter of their general education courses to a certain extent and to include material formerly taught in the specialized methods classes. This is especially true in art, music, and science. The psychology instructor attempts to meet the needs of the prospective elementary school teachers by emphasizing child development and by providing some opportunity to observe young children.

Professional education dominates the junior and senior years. In the junior year, professional education becomes predominant in the curriculum. Eleven hours of education courses are required each semester. A five-hour General Methods course and a three-hour course in the Teaching of Language Arts extend throughout the year. Two one-semester, three-hour courses, Principles of Elementary Education and Educational Evaluations, are also required.

The General Methods course is in charge of a coordinator whose task it is to schedule the participation of subject matter specialists in mathematics, art, science, music, and social studies, each of whom is responsible for teaching the methods in his own field. The coordinator is charged with an integration of the offerings of the specialists and with arranging for the direct experiences which are a part of the course. The one-semester courses, Principles of Elementary Education and

Educational Evaluations, are also taught by the coordinator, and their content is more or less integrated with that of the methods course.

American History and Government is required during both semesters of the junior year. There is theoretically unlimited choice of the single elective course for the year; in practice, however, the scheduling of various courses and the unwritten law which says that a certain professor will not tolerate majors in elementary education in his department limits the electives to about four fields: geography, art, music, and professional courses such as Children's Literature and Remedial Reading.

One semester of the senior year is devoted to student teaching in the laboratory school; in the other semester the prospective elementary school teacher takes courses in health education, sociology, and state education. Two electives are permitted during that semester.

Out-of-class activities provide varied experiences. Out-of-class activities are considered an important part of the curriculum for all students, and there is a definite attempt to foster physical and social development as well as intellectual accomplishment.

A program of sports, in addition to the regular physical education classes required of all students, emphasizes participation in a variety of activities during all seasons of the year. Intercollegiate competition is confined to men's teams in soccer, baseball, and basketball.

Student organizations are many and varied. They include a number of professional and special interest clubs, two honorary fraternities, and three men's social fraternities. All of these organizations have faculty sponsors, and in some instances their activities are largely controlled by the faculty member in charge.

The student council is a vigorous organization which has in recent years assumed active leadership in matters of concern to the students. There are those among the faculty who regret the aggressive and sometimes overcritical attitude of the council. It is generally agreed, however, that its members and leaders are gaining valuable experience in human relationships and democratic procedures.

Musical organizations, a dramatics club, periodic art exhibits, frequent assemblies, and college participation in the community concert series afford opportunities for aesthetic expression and appreciation, while a number of church-related organizations and an active Student Christian Association provide for campus religious life.

Guidance is considered an important function of the college, and a

counseling program has been developed recently by the new director of student personnel. Since only the faculty members who volunteer are assigned as advisers, the advisee load is rather heavy for those who are attempting to carry on the program during this beginning period. The advisers are assigned as far as possible on the basis of common interests, and it is planned that they shall remain with the same student throughout his four years of college unless either the student or the adviser requests a change. Since the program is only beginning, it is hard to judge its effectiveness; but it represents a step in the direction of recognizing the college's responsibility for the personal and professional guidance of its students.

A PROGRAM OF PROFESSIONAL LABORATORY EXPERIENCES

With this background of information concerning the general situation and the elementary education curriculum at Elm City Teachers College, we may now profitably look in somewhat more detail at the program of professional laboratory experiences in operation here in 1953.

The college maintains a laboratory school. All of the students majoring in elementary education do their student teaching at the Elliott School, a laboratory school connected with the college. Elliott is a part of the city school system. By cooperative arrangement with the city, the college operates the school, determines the curriculum, employs the staff, which is considered a part of the college faculty, and provides the instructional supplies and equipment. The city maintains the buildings and provides janitorial service. The agreement specifies that the members of the administrative and instructional staff of the city school system may have access to the laboratory school at all times and may advise concerning program and policies but shall have no authority except in matters of school attendance, hours of school sessions, and similar legal details.

In practice, however, it has been customary for the principal of the laboratory school to consult the superintendent of schools quite frequently and to be guided by his judgment or advice in many matters, particularly those having to do with public relations. The teachers of the laboratory school are members of the city teachers' association and take part in all workshops, conferences, and study groups planned for the city. Thus, over the years, the relationship between the laboratory school and the other city schools has been mutually satisfactory.

Elliott School is located just a block from the college campus and is

thus very convenient for observation and participation as well as for student teaching. It is one of seven elementary schools in the city. Its school population is not selected in any way. In fact, the Elliott district includes a rather wide cross-section of socioeconomic backgrounds. There are children of mill workers and laborers, of tradesmen and white collar workers, of young professional people, and of members of the college faculty.

The eight staff members of the school, including seven teachers and a supervising principal, have made this a good school for the children and for the college students who come to work there. During the semester of full-time student teaching which each senior spends in the school, there is abundant opportunity for contact with a well-organized elementary program. The student teaching period, however, is not the student's first contact with the school.

Experiences are limited during the freshman and sophomore years. During the second semester of the freshman orientation course, in a unit known as Professional Orientation, some effort is made to consider what may be involved in the job of an elementary school teacher. Since the course meets only once a week, this consideration is necessarily incomplete, but it involves two or three visits to different types of schools, one of which is the laboratory school. This visit usually consists of a sort of tour of the building, with brief glimpses of the children at work, and then a gathering in the school library, where the principal talks a bit about the school and answers questions.

As a sophomore, the student who is preparing to become a teacher in the elementary school will probably make half a dozen brief visits to the Elliott School while studying educational psychology. He will look for certain evidences of physical, intellectual, and social development which are characteristic of each age and will discuss what he sees in a subsequent class.

The pattern most often followed for the observation lessons involves, first, their scheduling, with the principal of the laboratory school, and then a conference, held at least a week before the scheduled observation, between the college instructor and the laboratory teacher. At these conferences the lesson is planned cooperatively, so that the laboratory teacher may know the purposes and needs of the college instructor and the instructor know something of the plans and the methods of procedure of the laboratory teacher.

The actual observation by the class group usually lasts from thirty-

five to forty minutes. If possible, the laboratory teacher is asked to meet with the class to discuss the observation at the next class meeting. When this cannot be done, a short question period is sometimes held in the hall immediately following the observation.

Junior professional courses provide a variety of direct experiences. During the junior year, the student switches abruptly from an almost complete concern with general education to a program that requires him to spend eleven of his seventeen hours of classes each semester in professional courses. As a part of his General Methods course, his contacts with the laboratory school increase in frequency and change in kind. During the first six weeks of the year, he spends four hours a week in the school. These visits are individually scheduled so that they occur in two-hour blocks with not more than three students in any one classroom at a time. The General Methods course in the first weeks is built around an orientation to elementary school children and the program of the school, with provision for a close integration of observations at Elliott and class work.

The experiences in the laboratory school during the rest of the junior year consist of two types of contacts which take place concurrently. As each subject matter teacher participates in the General Methods course, it is customary to schedule demonstration lessons to illustrate the methods of teaching the various subjects on the different grade levels. The language arts methods course also attempts to provide demonstration lessons in the area being discussed. The average student, therefore, spends one or two periods a week observing in the various grades of the laboratory school.

In addition, each student spends two hours a week, usually two consecutive hours, for a period of six weeks, in participating in the work of a single grade. The extent of participation and the type of work done depend on many factors including the readiness of the student, the philosophy of the supervising teacher, the program of the grade, and the particular group of children. Frequent conferences between the instructor of the methods course, the supervising teacher, and the student keep this program functioning smoothly and with maximum helpfulness to all. The typical student participates at three different grade levels in three assignments of six weeks each; but the program is flexible enough to permit of variation to fit individual needs.

During the first semester, the juniors take a course in Educational Evaluations, and as a part of their work, they participate in giving and

scoring standardized tests in the laboratory school. When the scoring of the tests is completed, a team of students summarizes the results for each grade and makes such interpretations and recommendations as seem warranted by the data. After the reports have been given to the class and suggestions for improvement acted upon, each team discusses the results of the tests with the teacher of the group. This conference, with the resulting plans for using the information gained from the tests, has the effect of giving meaning and vitality to the course.

Playground and noon-hour experiences continue throughout the year in connection with the professionalized physical education course required of all juniors. These experiences culminate in the planning and managing, by the junior students in cooperation with the school staff, of a Play Day for the Elliott School children.

In the spring of 1953, a new experience was provided which proved so successful that it is planned to continue and extend it in future years. For two days during the middle of the second semester, when the student teachers were doing their off-campus teaching, the junior group were excused from all campus classes and spent full time in the Elliott School as active participants in the programs of the rooms where they were assigned. Since this occurred near the end of the second six weeks of participation, they were already somewhat acquainted with the children in the room and were able to take considerable responsibility for the activities of the group. Most of the students rated the full-time participation as the most valuable experience they had during the year; and both students and supervising teachers have urged that it be lengthened to a week instead of two days.

Two elective courses taken in either the junior or senior year by most students provide some additional experiences. Students taking Children's Literature ordinarily receive some practice in telling and reading stories to children during the regular library periods at the laboratory school. Those who take the course in Remedial Reading have a chance to work with individuals or small groups of children with reading difficulties, in order to apply the techniques they are being taught.

Student teaching is done in the senior year. Student teaching in the elementary education curriculum at Elm City Teachers College is a full-time activity for either the first or the second semester of the senior year. Students are selected to take student teaching the first semester on the basis of seeming readiness for the experience. Since nothing is

done to provide further preparation for those considered less ready, this practice usually results in a strong group of students during the first semester and a much weaker group during the second semester when the nearness to graduation makes redirection or extension of the experience practically impossible.

The student is expected to spend the full school day in the classroom, either teaching or observing the supervising teacher. Since all of the teachers divide the children into small groups for the skill subjects, it is customary for each student teacher to assume responsibility for at least one group in each subject. In recent years, it has not been necessary to assign more than two student teachers to any room at one time; so there is plenty of opportunity for active and responsible teaching.

None of the supervising teachers has any special preparation for the work. However, they are exceptionally fine teachers of children and have considerable experience in working with student teachers. Perhaps their outstanding characteristic as a group is their willingness to consider their own practices critically and to work cooperatively to make their program a better one. This flexibility and cooperative effort has made the Elliott School a place where growth in skill and insight is an important characteristic of both students and staff and where working together for common ends is the order of the day.

The program of student teaching is not without its weaknesses and inconsistencies, however. Some of the teachers still find it easier to direct than to guide, to operate than to cooperate. Joint staff meetings, of students with supervising teachers, are not yet the rule, though a few have been held from time to time. Generally, the school staff meets by itself and the principal holds weekly meetings with the student teachers to discuss common problems. Two nights a week the after-school hour is supposed to be reserved for group or individual conferences between students and their supervising teachers but there is considerable variation in practice.

Several social occasions each semester allow the students and laboratory school staff to meet in informal circumstances. One of these is usually a picnic at the school camp and another a tea in the faculty rooms at the college. Other impromptu gatherings at the school and some sort of simple party given by the students for the staff are planned each semester.

The school has a very active P.T.A. group, and the students are

welcome at the monthly meetings. However, since the meetings are usually late in starting and since dormitory rules require that the students be in their rooms before the time for the social hour, there has been very little possibility of making the P.T.A. meetings a time for contacts between students and parents.

Other such contacts are also lacking. Because of the heavy schedule of after-school activities and the necessity for conferences with students, the staff members of the laboratory school have for some time felt that it is impossible to attempt to make home visits except in special circumstances. Parents are encouraged to come to the school by various special invitation affairs, but no program of planned individual contacts is in operation. A school paper edited by the children and taken home each month attempts to give some account of school activities. The parents who attend the P.T.A. have opportunities to see the teachers and to learn about the work of the school. Community or parental contacts for student teachers, however, are almost nonexistent.

Most of the teachers in the laboratory school have accepted the principle of cooperative and continuous evaluation and are able to help their students through conferences and planning together to improve their teaching procedures. The final evaluation and the giving of a grade is only a last step and a necessary summary for these teachers. In all cases, however, the final grade is the subject of what is locally called a "vice and virtue" conference, the helpfulness of which depends largely on the candor and personality of the individuals concerned.

An effort is made to provide community experiences. The direct experiences thus far described have centered entirely around the laboratory school and its activities. Actually, the student of elementary education has very limited opportunities for other kinds of experience. For some years the college has been engaged in an "Enrichment of Living" program, the objective of which is to find out how and to what extent actual living conditions of pupils and their parents can be enriched and improved through the school curriculum. This emphasis has been very prominent in the work of many courses and a good deal of attention has been given to it in the laboratory school. Through the cooperation of the college staff and some students, projects in improved living have been carried on in a number of schools outside the city. For the most part, however, the program has been largely on the verbal level and has resulted in few opportunities for students to work directly with community forces in an attempt to improve living conditions. Nevertheless,

the fact that the need for such cooperation is recognized, and that efforts are being made in the direction of providing community experiences for students, is encouraging and indicative of a trend that may result in future action.

One concrete example of an effort of this kind is the period of off-campus student teaching which has been provided, during the last three years, for the seniors. For two weeks during his semester of student teaching each senior is assigned to work outside the city in a one, two-, or four-room school. These schools are all easily reached by bus from the college, and the students return to the dormitories each night.

This off-campus program, inadequate as it may seem, has provided contact with a type of school situation very different from that prevailing in the laboratory school, and has been a source of much help to the students in beginning to understand how to adapt the methods they have learned to much less favorable conditions. It has also given them practice in working with some teachers whose philosophies are very different from theirs and in learning how to avoid conflict. Students occasionally receive permission to return to the communities where they are working, to accept evening invitations to homes or for social occasions in the schools. These contacts have helped to make up for their lack of community experiences in the laboratory school situation.

EVALUATION IN TERMS OF STANDARD VI

An evaluation of the program of laboratory experiences at Elm City Teachers College in terms of the evaluative criteria of Standard VI would reveal some conspicuous strengths and a number of serious weaknesses.

Laboratory experiences are largely concentrated in the professional courses of the junior year and in the semester of full-time student teaching. There are very few such experiences during the first two years of the college program and none at all following student teaching. Only in very rare instances are any direct experiences provided in general education courses.

Student teaching is arbitrarily scheduled for the senior year for all students. Some attempt is made to assign students who seem to be most ready for the experience to full-time teaching during the first semester, but there is no provision for increasing the readiness of the group who remain.

The nature of the laboratory experiences which are provided is such

that the student has an excellent opportunity to participate in the full range of the activities of the teacher in the classroom and in the school as a whole but has very few opportunities for contacts with parents, participation in community activities, and work in professional organizations.

Each student spends a semester in full-time student teaching. Typically this period includes a nine-week period in each of two classrooms at different grade levels. There is almost no flexibility in the length of the assignment. Such factors as the needs of the student, the demands of the situation, and the best interests of the children involved are usually considered in the assignment of student teachers, especially for the second nine-week period. In a few instances, contact is limited to one laboratory situation during the semester because of the special needs of an individual student.

The guidance of the professional laboratory experiences at Elm City Teachers College is done almost entirely by the members of the education department and the laboratory school teachers. The General Methods course attempts to provide experiences that demonstrate the application of principles developed in class, and succeeds fairly well in most instances.

Continuous, cooperative evaluation of laboratory experiences is much more nearly achieved in some situations than in others. In general, the laboratory school teachers have made a definite attempt to move in that direction. Neither descriptive nor objective records are adequate, however, and a comprehensive record of growth for use in placement and follow-up has not been developed.

As yet almost no progress has been made in the direction of cooperative guidance of laboratory experiences. The subject matter teachers have no part in planning, supervising, or evaluating such experiences; and there is less real cooperation between the laboratory school teachers and the members of the college education department than is desirable. In terms of the criteria set up in Standard VI, this aspect definitely needs to be improved.

The facilities available for laboratory experiences for students enrolled in the elementary education curriculum are quite adequate for the present program. The laboratory school is conveniently located, and its program is under the control of the college. Its teachers are generally well qualified and effective in working with students. The use of neighboring schools for a short off-campus student teaching ex-

perience provides contact with situations other than the laboratory school.

Any increase in enrollment or in the number and extent of direct experiences, however, would immediately reveal a need for more laboratory facilities. A large number of nonschool educational agencies which are potentially available in the community have never been used by the college.

Will there be progress toward implementation of the standard? This, then, is the program of professional laboratory experiences as it exists at Elm City Teachers College in 1953. It is less important for what it is than for what it may become. What potential for improvement does it possess? What forces are operating now which may make possible the initiation of more desirable practices? Do the persons concerned have the desire and the insight to work together to improve the program of laboratory experiences? In other words, what progress toward the implementation of Standard VI is likely to be made during the next five years? Let us try to find out.

3 COLLEGE AND COMMUNITY COOPERATION FOR BETTER EDUCATION

In the spring of 1958 Elm City appears much as it did five years ago. The huge elms still cast their shadows across the wide streets, and the Congregational Church, resplendent in a new coat of gleaming white paint, still stands guard at the head of Central Square. One impressive innovation is the new senior high school—built to accommodate eight hundred tenth, eleventh, and twelfth graders—which occupies a large area near the entrance to Whitmond Park on the west side of the city. There are some new houses in the suburbs and here and there a business establishment has enlarged or improved its property; but there has apparently been no widespread building boom or great increase in population.

At the teachers college, too, a first glance reveals no startling changes. The campus looks much the same, except for a new two-story brick building on the south side of the rectangle where the badminton courts used to be. This is the Student Union, which provides badly needed space for student activities and additional classroom facilities. Several more dwellings have been taken over by the college as dormitories, and it is apparent that there is a larger student body than five years ago.

A NEW OUTLOOK AT THE TEACHERS COLLEGE

A closer look at the activities of the institution brings to light much that is new, however. Several college-owned station wagons are constantly coming and going from various parts of the city, carrying groups

of students. In fact, there are times when the campus seems almost deserted, as individuals, small groups, and classes take off in different directions to participate in what seems to be an endless variety of activities. About many of the students there is an air of purpose which contrasts strangely with the old stereotype of irresponsible and careless college youth.

This new outlook of the teachers college was summed up not long ago by President Pierce as he talked to a regional conference on teacher education. He said,

At Elm City Teachers College we consider the total community as our campus, and the campus as an integral part of the community. As a group of six hundred and fifty persons within a community of somewhat over ten thousand, we are trying to make our contribution to the welfare of all. We believe the schools of our nation will become community schools only when the teachers learn to work with all other interested citizens on common concerns. At Elm City Teachers College we are trying to educate that kind of teacher.

FACTORS INFLUENTIAL IN PROMOTING CHANGE

In order to understand the changes that have occurred and to appreciate what is taking place in 1958, it is necessary to know what has happened during the last five years. In fact, it is necessary to look at the factors which even in 1953 were making some sort of changed procedure inevitable and to trace their influence on the building of the program of teacher education as it operates today.

The city school building program affects laboratory facilities. The school building program of the city was the first of these factors. Early in the fall of 1953 the Union School District of Elm City, at a special meeting, adopted the recommendations made by the Center for Field Studies of a neighboring university as a result of a survey of the school building needs of the city. This report called for the erection of a new senior high school and the consolidation of the three existing seventh and eighth grade "junior highs" into a single unit consisting of seventh, eighth, and ninth grades. The new unit would then be housed in the old high school building.

Also recommended was a long-range program of replacing the eight small elementary schools of the city, with four modern twelve- or fourteen-room schools and three small neighborhood schools for primary grades. This plan was designed to meet the building needs of the city for at least the next ten years, to relieve the overcrowding that ex-

isted in the elementary schools, and to provide for all levels flexible accommodations greatly superior to those then existing.

The Catrell Junior High School, which was used for observation, participation and student teaching, was thus to become a part of the larger city unit; and the Elliott School, which was the college laboratory school for elementary grades, was to be torn down and a fourteen-room school erected on an enlarged site.

The city building and reorganization program made necessary a reconsideration of policy in regard to the provision of laboratory facilities by the college and the Elm City Board of Education. What should be the relation of the college to the new junior high school? What about the continuance of the informal arrangements whereby many of the college students did their student teaching in the high school? What new provisions would need to be made in relation to the enlarged Elliott School? All these questions, with their attendant considerations of policy and financial practicality, were influential in making a revision of present practice both desirable and necessary.

Change in educational goals of students raises problems. A second factor operating in 1953 to make necessary a future change in the college program and policies was the increase in the number of students electing the elementary education curriculum. In the space of three years, the ratio of prospective elementary school teachers to prospective secondary school teachers in the freshman class had changed from three to one in favor of the latter to three to two in favor of the former. In two areas the effects of this change became increasingly evident.

The teaching load of faculty members was affected first. Staff persons who had been teaching majors in secondary education predominantly or exclusively found enrollment so much reduced that one section was sufficient for courses that had formerly had two or three sections. The classes in the elementary education curriculum, on the other hand, were now requiring two or three sections each and were consequently heavily overloading the teachers of elementary education courses.

Another aspect of the problem of the changed educational goal of the majority of the student body was the need for additional laboratory facilities for student teaching in the elementary grades. The elementary majors, as has already been noted, were assigned for a semester to the Elliott School, where they worked under the close supervision of the specially selected supervising teachers. With the increase of enrollment

in the elementary curriculum, it quickly became apparent that Elliott could not continue to accommodate all the student teachers. The probable need for providing student teaching experiences for fifty seniors in 1954-55 made this problem an immediate one.

More teachers are needed for the elementary schools. This increase in the number of majors in elementary education was very gratifying, since it promised help in correcting the very evident imbalance of teacher supply and demand in the state. In the spring of 1953, 238 new teachers were certified to teach secondary subjects. There were jobs for less than half that number. In the same year, 195 new teachers were needed in the elementary schools of the state and only 24 were certified.

Although the increase in enrollment in elementary education at Elm City and at Hillsdale, the other teachers college in the state, was very encouraging, it was by no means sufficient to supply the need for new teachers and to begin to replace the large number of emergency and substandard teachers in the state. In fact, it was estimated that about three times the present enrollment of elementary education majors would be necessary to meet anticipated requirements. The concern of the State Department of Education and other educational agencies over this situation was the third important influence in bringing about changes at Elm City Teachers College.

Various short-term plans for "retooling" secondary teachers to take elementary school positions were tried before 1953 without conspicuous success; and many persons were beginning to ask a number of questions concerning the teacher-preparing programs in the state.

"What is it that is so different about teaching in the elementary and the secondary school?" they asked. "If a person knows enough to teach in high school, can't he teach the simpler elementary subjects as well? Of course, he will probably need some instruction in teaching reading to beginners and maybe a little help in arithmetic, but can't he get that in a summer and then be ready to take a grade school job? After all, a youngster doesn't become an entirely different person overnight just because he becomes fourteen years old and enters high school. So why all this fuss about the grade that a teacher works with?"

The State Commission on Teacher Education stated the idea somewhat differently in one of the recommendations that resulted from their two-day conference with officials of the State Department of Education, lay citizens, representatives of the state teachers' association, and fac-

ulty members of the teacher-preparing institutions of the state. In formal terms they wrote:

It is further recommended that the faculties of the teacher preparing institutions of this state, with such counsel and assistance as may be desired from other persons and agencies concerned with an adequate supply of well educated teachers for the public schools, be requested and encouraged to examine their programs and the programs of similar institutions throughout the country to ascertain what steps may be taken to relate the supply of teachers more closely to the needs of the schools and to make possible a greater flexibility in the teaching assignments of their graduates, especially during the present period of rapidly increasing enrollments and changing demands.

Whatever might be their feelings on the matter and however satisfied they might be with the present curricula, it appeared that the faculty of Elm City Teachers College was committed in the fall of 1953 to looking at its program in the light of the problem of teacher supply and demand and to coming to some decision in relation to it.

Standard VI shows need for improving laboratory experiences. A fourth important factor making for change was the new concept of professional laboratory experiences which was set forth in Standard VI of the AACTE. The evaluation of the institution by a visiting committee from the AACTE in April, 1953, provided an opportunity for critical consideration of present practices and emphasized the need for improving the program of laboratory experiences. There can be no doubt that the evaluation study was a powerful influence in initiating steps toward the implementation of Standard VI in the program of Elm City Teachers College during the next several years.

Developments occur in two areas. These four factors operated to produce two interrelated series of developments during the years that followed. A change in the arrangements for laboratory experiences was made necessary by the city building program, which affected existing laboratory facilities; by the need for additional facilities, because of increasing numbers of students of elementary education; and by the new standard of the AACTE, which emphasized the desirability for an improved and enlarged program. The questions raised by the imbalance between teacher supply and demand and by the dislocations in the teaching load of staff members suggested a revision of curriculum content and pattern. Obviously, increased provision for laboratory experiences and curriculum revision were very closely related, and changes

in either area had a direct influence on modifications of practice in the other. For the sake of clarity, however, they will be described separately here, and developments in each area will be traced briefly to provide the necessary background for a description of the program of laboratory experiences which was a part of the elementary education curriculum at Elm City Teachers College by 1958.

COMMUNITY FACILITIES FOR DIRECT EXPERIENCES

The need for a reconsideration of the program of laboratory experiences received attention first. Early in the fall of 1953, a group of staff members held a series of meetings to discuss needed changes in the program. The Director of Student Teaching was naturally active in this group; and other regular members included the principals and several of the teachers of the laboratory schools, two members of the education department, and three subject matter teachers. President Pierce came when he could. The time and place of each meeting was prominently posted on the faculty bulletin board with a general invitation to all faculty members to join the group whenever they wished to do so.

The AACTE report is studied. The group first studied the report of the AACTE visiting committee. After observing the program and reviewing the information furnished by the evaluation schedule, the committee cited a number of serious weaknesses in the implementation of the six aspects of the Standard.

There were too few experiences prior to student teaching and none at all afterwards. There was not sufficient consideration given to individual differences in determining either the nature or the length of assigned laboratory experiences, especially student teaching. There were few experiences outside the laboratory school, and community contacts were completely lacking. Cooperation between supervising teachers, members of the education department, and instructors in subject matter fields was meager or nonexistent. There was thus ample evidence of an immediate need for greatly increasing the number and variety of the laboratory experiences which should be made available to students during their four years of preparation for teaching.

The group goes to work. As the study proceeded, the staff committee became increasingly aware that a program which would effectively meet the terms of Standard VI would require the united efforts of every member of the staff and a complete curriculum reorganization. However, after a brief period of frustration, when the whole task seemed too

big to tackle, they readjusted their sights and began to think in terms of what could be done within the limitations of the situation as it was. Referring again to the evaluation of the program by means of the evaluative criteria, they identified two aspects where immediate efforts seemed to be especially needed. First, the present program of laboratory experiences was exceedingly lacking in all sorts of experiences in the community; second, there was immediate need for provision of additional facilities, particularly on the elementary level, if even the present standards were to be maintained.

It was felt that these two aspects were closely related in their implications for action, and the group began to gather all the available information about programs of off-campus student teaching which might have bearing on their situation. They studied the reports of the Tennessee plan for off-campus centers; they asked an ardent exponent of the scattered-practice plan to come to the campus and discuss it with them; they studied and compared other plans for securing needed facilities and carefully estimated the advantages and disadvantages of each.

each.

During this time other staff members had joined the group, and the discussions became increasingly concerned with considering action to be taken in the immediate situation. The Elm City superintendent of schools was invited to talk with the group concerning an extension of the use of the city schools to provide more laboratory facilities. He saw many possibilities in the idea and suggested that representatives of the local teachers' association and of the school board could provide valuable reactions from the point of view of other persons involved. This served as the starting point for a series of informal discussion groups attended by representative citizens and members of professional groups.

A plan for college-community cooperation is developed. It was not surprising that, as these discussions continued, they should come to center more and more around the advantages to be obtained from pooling the resources of the college and the community to provide facilities for student teaching for all college students. The advantages of such cooperation were very real. Any program of student teaching which would take a large number of students away from the campus for a considerable period of time would involve very large expense for supervision of even a minimum quality. The necessity of living away from the campus would also mean an added expense for many students who

could ill afford it. The city was involved in a building program which was requiring heavy expenditures. Many desirable improvements, such as supervising principals for the elementary schools, an elementary curriculum coordinator, and much-needed supplies and equipment, were not within its means. The addition of the resources, financial and otherwise, of the college would enable the city to have a much better school system than it could afford to finance by itself. More than 75 per cent of the teachers of the city were products of the local teachers college, and a large number of them were doing graduate work there in night classes and summer sessions. It would undoubtedly be easier to work with this group as supervising teachers than to begin to build cooperative relations with teachers in an off-campus center.

Although the discussion at this time centered almost exclusively around the provision of student teaching facilities, a few of the group saw more wide-reaching possibilities for implementing other phases of Standard VI. With the facilities of the whole city available to the college, they envisioned a full program of community laboratory experiences of a variety and scope now barely dreamed of.

If the advantages and possibilities of the plan were great, so were the problems that it presented. These were brought out clearly one evening when two board members and Superintendent Thomas, along with several prominent lay citizens, met with the college group for a discussion at what was as yet only the "what would happen if" stage of development. The members of the community were not at all sure that they wanted the college staff to "run" their schools; they felt that the people would much prefer to control their own educational facilities and not have their children "practiced on" by "incompetent beginners." Some members of the college group, in turn, were somewhat wary of depending upon inexperienced supervising teachers for all their student teaching. They also questioned the advisability of contributing to the city all of the money available for financing a student teaching program unless definite safeguards were set up to give them some kind of effective control of the situations in which the students would work.

Both groups learned much from this discussion and from the others which followed—so much, in fact, that they began to see that their differences were not irreconcilable, that the best interests of both groups might well lie in cooperative action, and that, like many other things, the solution of the problems involved lay finally in a determined attack by all concerned. So it was that in the early spring of 1954, the

President and the Director of Student Teaching of the teachers college were invited to meet with the Elm City Board of Education to discuss possible modifications of the contractual arrangements which were in force between the college and the city with relation to the provision of facilities for student teaching in the schools of the city.

No decisions were arrived at then; but the board committed itself to further study of the possibilities of a new basis for cooperation and renewed the existing contract for one year, during which time changes might be considered. It cannot be denied that there were then and later those on the board who felt that the entire separation of the city school system from all influence of the college and its staff would be a definite improvement. Others were willing to have a certain amount of student teaching continue in the schools as long as the control remained entirely in the hands of the city authorities. The majority, however, saw enough value in cooperative action to consider it further before coming to any decision.

The community accepts the plan. As the members of the Board of Education continued to discuss the matter, they decided they would support a proposal for a definite basis of cooperation agreeable to a majority of the board members and to the college. This proposal would then be presented to the voters of the union school district for their approval or disapproval. Since the new high school would be ready for occupancy in the fall of 1955 and the Catrell Junior High School, which was the college-related school, would be abandoned, this would be the opportune time to make some changes in the existing arrangements.

The board made public the terms of the proposed new contract at a public meeting in the fall of 1954; and from then until the night of the school meeting on March 30th of the following year, the matter was hotly debated at practically every public meeting and private gathering in the city. Members of the college faculty and students made speeches and took part in panel discussions. Radio programs highlighted the issue, and the local newspaper gave it ample coverage. In fact, it seemed that the community and the college had never known so much about each other as during that year. There were some who felt that they could never be quite so separated again, no matter what the result of the referendum.

Perhaps the best summary of the whole campaign for the new contract was an editorial which appeared in the local newspaper a few days

before the March meeting. Summing up the issues before the people, the editor himself had written:

On Tuesday night the people of Elm City will decide whether or not they will accept the proposal of their Board of Education for a new contract with the teachers college which is located in our city. It is within the power of the Board to conclude this contract without reference to the opinion of the people, but they wisely decided that, since this is a matter which concerns all of the people, it is necessary to have their approval and cooperation if the arrangements proposed are to be successfully carried out.

The provisions of the proposed contract are familiar to all of you. The college will subsidize the city school system with the amount of money which they would otherwise use in providing independent facilities for educating their teachers. This money will not be used to lower the taxes of the citizens of Elm City but rather to provide for them better school facilities than they would be able to support by themselves. Schools where teachers are prepared for future service to the state must be superior schools. With the help of the resources of the teachers college, Elm City will have that kind of schools.

Part of the money provided by the college will be used to employ persons who will have important positions in our school system and who will also be members of the college faculty. It is planned that Mr. George Morris, who is known and respected by all as a public spirited citizen, a former member of the state legislature, and for many years the director of student teaching at the college, shall become the assistant superintendent of schools in charge of the instructional program of the city school system and the coordinator of the student teaching program. Mr. Morris is willing to turn over most of his college responsibilities to others and to assume this important post because he believes that by so doing he can be of greatest use both to the college where he has worked for so long and to the city whose interests lie very close to his heart. The proposed contract provides that this position shall always be filled by a person whose qualifications are approved by both the Board of Education and the College Administration. A better candidate for the initial appointment could hardly be found.

Each of the four new elementary school buildings, which will be constructed according to the master school building plan, will have a full time principal whose duties shall include the supervision of the student teachers within his building. These principals will also be chosen jointly by the city and the college and will be expected to have some preparation in supervision and administration as well as experience in teaching.

No teacher who is employed by the city at present will be required to work with student teachers if he does not wish to do so; nor will the college be required to use as a supervising teacher any person whose qualifications it cannot approve. Of the new teachers employed by the school district in any one year, at least half must be acceptable to the college administration.

The rest of the money supplied by the college will be used for supplies and equipment which the city has not previously been able to afford but which will serve to give our children the advantages of an adequately financed education such as can rarely be provided by a city of this size.

Those who favor the granting of the contract rest their arguments on two major considerations. They believe that we can have better schools if we cooperate with the college to obtain them. They point out that we are now providing facilities for the education of a large number of secondary student teachers in our high school on an informal basis and that the city is receiving no material benefits in return. The large sums of money which the college has expended on the two schools for which they have previously assumed responsibility have been of no benefit to any of our children except those attending the two schools. This is an opportunity for the whole city to receive such benefits.

Finally, the alternatives to the present proposal involve the college taking large numbers of students and several staff persons out of the city for a half year at a time. The loss to local merchants, both in decreased sales to the college and in the lack of the trade of about one fourth of the student body for this period, would be considerable. The Chamber of Commerce and other business organizations of Elm City have made it very plain that they do not favor any action which will make it necessary for the college to take its students out of the city for their student teaching.

Those who oppose the granting of the contract fear domination by the college and the loss of control of their schools by the people of the city. They object to having their children "practiced on" by inexperienced teachers in spite of the testimony of the parents whose children have been attending the college controlled schools to the effect that the results are beneficial rather than harmful. They lack faith in the ability of their elected representatives on the School Board to protect their interests and those of their children while working for the common good of the city and the other branch of the state educational system which is located within its bounds, Elm City Teachers College.

Forty-three years ago, when the committee of the state legislature was about to decide upon the location of a new normal school for the education of teachers in the state, a delegation of prominent citizens from Elm City waited upon them and described in glowing terms the advantages which their city had to offer as the home of an educational institution. The November 15 issue of the "Elm City News" for 1908 contained the full text of the committee's presentation to the legislative committee. One sentence has particular interest for us at this time. Colonel Augustus Fleming, the chairman of the Board of Aldermen and the spokesman for the committee, said, "And furthermore, we pledge that, if the normal school is located within the borders of our fair city, the schools of the city shall always be open to students of the school for such uses as shall be necessary for the carrying out of a full and complete program of normal training as shall be set up by the state and the administration of the school."

Now is the time for the citizens of Elm City to repeat and approve or to repudiate the pledge which was made when the normal school was established. Shall we continue to strengthen the close and profitable relationship which has been built upon that original pledge, or shall we sever all connections and force the college to go elsewhere for the facilities which we can so well provide? Ours is the decision! May we decide aright!

The contract was approved by the citizens of Elm City by a vote of 2,165 to 987.

The college and the community begin to work together. The following September George Morris entered upon his new duties as assistant superintendent of schools and coordinator of the student teaching program of the college. At the same time, the former principal of the college-related junior high school became the principal of the new central junior high; and his staff of supervising teachers, along with the staff members of the other junior highs of the city, made up the faculty of the new school. The principals of the other junior high school units were appointed supervising principals in two of the elementary schools which were destined to become fourteen-room schools under the reorganization plan. The Elliott School passed from the direct control of the college and became a city elementary school, with no change in staff or program.

During the first years of the new plan a large part of the student teaching and much of the observation and participation was still done in the Elliott School. In the meantime, however, many of the teachers of the other schools, taking advantage of the offer of free tuition, enrolled in supervision classes at the teachers college. In the fall of 1956, a program of in-service education was set up which centered around the four schools which would become the fourteen-room schools under the new plan. Four qualified and experienced principals headed up the program in these schools. During the following year, the in-service program developed into a city-wide curriculum study program under the direction of a member of the college staff. Movement in the direction of improved practices was clearly evident.

Before looking ahead to the laboratory experiences which were in operation in 1958, however, it is necessary to consider developments in the other area where adaptations were made to changing conditions. It is necessary to understand the changes which took place in the pattern and content of the curriculum of Elm City Teachers College during the period between 1953 and 1958.

A PROGRAM OF CURRICULUM DEVELOPMENT

Several staff meetings during the year of 1953-54 were devoted to a consideration of the recommendation of the State Commission on Teacher Education that the "teacher preparing institutions of this state . . . examine their programs . . . to ascertain what steps may be taken to relate the supply of teachers more closely to the needs of the schools and make possible a greater flexibility in the teaching assignments of their graduates. . . ."

The emergency conditions then existing with regard to the lack of qualified elementary school teachers were fully discussed. Various plans for meeting the emergency were brought before the group. Experiments with the single certification (often called "single curriculum") plans, which were being tried in some states, were discussed. Many members of the staff recalled vividly the accelerated program which had been put into effect during 1941-44 and the generally unsatisfactory results which had followed. The staff went on record as being opposed to any accelerated program.

One other definite action was taken during that year. The group expressed themselves as favoring only those revisions in curriculum pattern or content which had merit in themselves and which gave promise of providing the best preparation for elementary or secondary school teachers. They recalled that most curriculum revisions in the past had been designed to solve some immediate problem rather than to implement any firm convictions concerning basic objectives of education. The present curriculum pattern had been set up, they knew, in response to a demand that the teachers colleges provide for returning veterans to two years of general education courses which would be acceptable for transfer to non-teacher-preparing institutions. This time, the staff decided, they would make only such changes as they really believed to be desirable in the light of the primary purpose of preparing good teachers for the schools of the state.

There is no doubt that this decision was understood in more than one way by the members of the staff. To some who thought things were going all right as they were it meant that there would be no need of disturbing the status quo. They accepted with some degree of resignation the necessity for shifts in teaching load during the time when the elementary education majors formed a majority of the student body, but looked ahead more or less realistically to a return to the

days when the secondary school teacher would again be in demand and they might return to their usual classes.

To others on the staff, however, the decision meant a beginning of a curriculum study to determine what kinds of teachers were needed and what should be done in a program of pre-service teacher education to prepare that kind of teacher. Fortunately, President Pierce seemed to share the opinion of the latter group. When it was necessary to replace a member of the education staff who retired that year, he secured a man who was well qualified in the field of curriculum and gave him the newly created post of dean of instruction with the responsibility of heading up a curriculum revision program for the institution. For the first time, the college had a person with a class load that permitted him to give definite time to curriculum work.

Teacher competencies are defined. A number of attacks on the problem of curriculum revision were made during that year under the skillful guidance of Dean Evans. A group of staff members set out to study the competencies which they believed all teachers should have at the end of their period of pre-service preparation. Another group sent out questionnaires and conducted interviews to find out what qualities superintendents and principals throughout the state wanted in beginning teachers. Still another group got in touch with graduates of the institution who were teaching in the state. They asked them a series of questions designed to provide information concerning experiences and courses most useful in their work. They also asked the graduates to list shortage areas in their preparation for teaching and to suggest additional experiences which they would like to have had as undergraduates.

Each of these groups was made up of volunteers; by no means all of the staff participated in the studies. A definite effort was made, however, to have in each group a cross-section of the various interests of the staff: a laboratory school teacher as well as a subject matter teacher, a person who taught elementary education majors as well as one who taught majors in secondary education, a long-time member of the staff as well as a newcomer. This diversity of interest and viewpoint did not make for unanimity of opinion on the part of committee members, but it did insure a consideration of many points of view in the deliberations of each group.

Full faculty discussion of the results of the work of the committees was long and heated but finally resulted, near the end of February, in

a list of statements, more or less agreed to by the whole group, concerning the kind of young teacher that the college should graduate. Agreement as to the means to be used to prepare that kind of teacher was obviously more difficult.

A new freshman program is set up. It was so difficult, in fact, that discouragement and frustration became increasingly apparent as the end of the year approached and no agreement had been reached. Several plans for reorganization of the four-year curriculum were presented by various faculty groups and rejected by others. Vested interests, differing philosophies, and personal antagonisms combined to divide the group, while revealed inadequacies in the present program made some changes seem not only desirable but necessary.

Finally, it was decided to concentrate upon setting up a program for the freshman year only. This program would be put into operation in the fall of 1955 on an experimental basis, and final decisions concerning the total curriculum would be made after further study the next year. A compromise plan was drawn up, and was accepted by a majority of the staff largely because each felt that concessions made with respect to the freshman program could be compensated for in the courses included in later years.

Dean Evans realized that such a piecemeal type of reorganization was not ideal. He felt, however, that it would be undesirable to postpone all action for another year; so he set out to put the freshman program into operation in accordance with the new plan.

There were about a hundred and fifty freshmen in the fall of 1955, of whom about a hundred and twenty were prospective elementary teachers. In the new program the whole group was divided into five sections without regard to their major areas of specialization, and they all worked in the five basic freshman courses under the guidance of a team of six staff members, most of whom gave full time to the work. The English and mathematics courses continued to be taught very much as before. The physical science course was broadened to include geography and biology, which had formerly been taught as separate courses, and was renamed Fundamentals of Science. The requirement of a semester each of art and music for the freshmen in the elementary education curriculum was abandoned, and all students now participated in the course in the humanities which had previously been offered for majors in secondary education. The orientation course which had focused on getting acquainted with the college and had carried but one

hour of credit, was expanded to include professional orientation and was made a six-hour course extending through two semesters.

The orientation course was taught by a new member of the staff who was also the coordinator of the whole freshman program—responsible for integrating the work of the various courses. As might be expected, this integration did not function to any great degree during the first year. Cooperation was hard for those who had been used to teaching independently, but there was a definite attempt to talk over what was being done in each course and some use was made of direct experiences which had value for the work of more than one course.

As time went on, the work of the freshman group became much more closely coordinated, until there was a considerable unity of purpose and many cooperative enterprises were carried through. By the beginning of 1958, the freshman program of laboratory experiences was reflecting this unity and cooperation.

Further study results in reorganization of courses. In the meantime, the faculty committees continued to study the elementary curriculum. As in the freshman plan, they made no direct attempt to use the list of competencies developed as a guide for curriculum building, but instead concerned themselves with a reorganization of courses and requirements. They recognized that there was a need for consideration of the means of developing the competencies, but left the job to be done by the individual instructors within the framework of the course structure. They understood that this plan called for a rather careful rethinking of course content and agreed that much work remained to be done if the new curriculum was to be substantially better than the old. The tradition of individual staff responsibility for course planning was so strong, however, that they could not bring themselves to do more than recommend such revisions at that time.

Differentiation between elementary and secondary curriculum is reduced. While the new curriculum did not seem to differ radically from the old pattern (see page 43), it had several distinctive features which had been the subject of long and serious consideration on the part of the staff. First, it provided for differentiation between the elementary and the secondary education curricula at two points only—in the methods courses in the junior year and in student teaching. The number of required courses was reduced so that the elementary education majors had a total of twenty-nine hours of elective courses. Eighteen hours of these were to be concentrated in a field of specialization, such as sci-

ence, music, or social studies; and the remaining eleven hours could be used for enriching personal and professional background.

ELM CITY TEACHERS COLLEGE
ELEMENTARY EDUCATION CURRICULA

1953

1958

FRESHMAN YEAR

English	6 hrs.	English	6 hrs.
Physical Science	8 hrs.	Fund. of Science	8 hrs.
Geography	6 hrs.	Fund. of Mathematics	6 hrs.
General Mathematics	6 hrs.	Humanities	6 hrs.
Intro. to Art	3 hrs.	Orientation	6 hrs.
Intro. to Music	3 hrs.	Physical Education	2 hrs.
Orientation	2 hrs.		
Physical Education	2 hrs.		

SOPHOMORE YEAR

English	6 hrs.	Communication Skills	3 hrs.
Psychology	6 hrs.	Educational Psych.	8 hrs.
History of Civ.	6 hrs.	History of Civ.	6 hrs.
Biology	8 hrs.	Electives	15 hrs.
Electives	6 hrs.	Physical Education	2 hrs.
Physical Education	2 hrs.		

JUNIOR YEAR

American Hist. & Gov. ...	6 hrs.	American Hist. & Gov. ...	6 hrs.
General Methods	10 hrs.	Tch. in El. School	12 hrs.
Tch. Lang. Arts	6 hrs.	Principles of El. Ed.	3 hrs.
Prins. of El. Ed.	3 hrs.	Educational Evaluations ..	3 hrs.
Ed. Eval. & Guidance	3 hrs.	Electives	8 hrs.
Electives	6 hrs.	Physical Education	2 hrs.
Physical Education	2 hrs.		

SENIOR YEAR

Student Teaching	15 hrs.	Student Teaching	15 hrs.
State Education	3 hrs.	State Education	3 hrs.
Sociology	3 hrs.	Social Problems	3 hrs.
Health Education	3 hrs.	Senior Seminar	3 hrs.
Electives	6 hrs.	Electives	6 hrs.

This approach toward a single curriculum was the staff's answer to the problem of teacher supply and demand. A secondary education major who had completed his work in the new curriculum might qualify for elementary school teaching by taking one additional semester of work in a combined methods and student teaching course. Applicants for this method of qualification were very carefully screened, however,

in the light of all the information their college records could provide concerning their probable success in working with children.

There was an added advantage in the fact that the final decision as to a choice of major could be delayed until the junior year without any loss of credit, since all differentiation before that time was on an individual basis and exploratory in nature. This feature of the program gave a greater opportunity for individual guidance on the basis of planned experiences.

Those who were looking ahead to the time when the school population changes might again cause a shortage of secondary school teachers saw in the new curriculum an opportunity for the elementary education major to "convert" to secondary school teaching in one semester by taking a course in secondary school methods, six hours of additional work in his major field, and student teaching at the secondary level.

There was another advantage recognized by some of the group. The elimination of the separate sections of courses would, they hoped, help to reduce the discrimination which existed on the campus against prospective elementary teachers. Even those who had serious reservations concerning the effectiveness of the new pattern in promoting the preparation of better elementary school teachers were willing to concede that there was a real advantage in having all the students work together for a considerable part of the time.

But the motive that was probably decisive in causing the new plan to be finally adopted was the factor of expediency which the staff had verbally disavowed. A number of staff members saw in the new arrangement a protection against possible unemployment during the time when the student body was predominantly composed of elementary education majors, and voted for it with the idea that it would not be too difficult to return to separate divisions when there were again large numbers of prospective secondary teachers on campus.

Coordination of the work of each year is planned. A second distinctive feature of the new curriculum was that the required courses of each year were taught by a team of individuals who worked with a coordinator to integrate the content of the various areas of study. In the freshman year, this involved the six or more persons who taught the five required freshman courses. The Dean of Instruction acted as coordinator of the sophomore program, in which there were only three required courses. The emphasis of the sophomore staff was upon individual guidance of students in choosing electives and upon an appropriate pro-

gram of laboratory experiences to meet individual needs. The course in Educational Psychology was expected to provide for some coordination of the work of the year.

Since no one person on the staff felt equally at home on the elementary and secondary levels, two coordinators worked with the third and fourth year students to guide the integration of theory and practice within the professional courses and the accompanying program of direct experiences. It was planned that the senior coordinators should teach the senior seminars and have some part in the supervision of student teachers.

Provision is made for the development of an educational sequence. A third important characteristic of the new program was the provision of a framework within which an educational sequence could be developed. The initial plan laid out the broad outlines of such a sequence. It remained for the instructors teaching the various courses to develop the experiences which would make such a plan a functioning reality. The orientation course in the freshman year was the first unit of the sequence; and it was broadly conceived as providing both personal and professional orientation as well as serving as the integrating center of all the freshman work. The sophomore course in Educational Psychology was also a two-semester course, and was planned to include the psychology of learning, child and adolescent growth and development, and mental hygiene. The purpose of the course was to promote a knowledge of human growth and an understanding of human behavior at all levels of maturity.

The professional courses in the junior year were divided into two parts. All students participated in one-semester courses in Principles of Education and Educational Evaluations, because the staff believed that the fundamental ideas in each area applied to both the elementary and secondary schools. The experiences of students with children of different ages were used to illustrate and verify those principles. The students in Educational Evaluations were expected to make special studies of the testing instruments available for the age group they planned to teach.

The other professional courses during the junior year were special methods courses in two fields, for the secondary education majors, and Teaching in the Elementary School, a twelve-hour general methods course, for majors in elementary education. Teaching in the Elementary School was taught by a panel of staff members with specialties in dif-

ferent areas and had as its core experiences in direct participation in classroom work. In order that there should be optimum opportunity for integration of the general professional courses and the methods courses, the same instructors taught sections of both types of courses.

The seminar meetings which were planned as a part of the student teaching experiences had the function of further integrating theory and practice. The Senior Seminar was expected to provide the capstone of the professional preparation as well as to acquaint the student with modern educational philosophies and the dominant problems and issues to be met by members of the profession. This course was designed as a final professional experience; but as long as all students do their student teaching during the senior year, it will come before student teaching for approximately half of each class. The staff therefore recognized that considerable adjustment would be necessary in the content of the course from the first to the second semester, until such time as they achieved their goal of having some of the student teaching scheduled during the junior year.

PROFESSIONAL LABORATORY EXPERIENCES IN 1958

In the spring of 1958, the first group of students to come through the new program were just completing their junior year. Grave doubts concerning the merits of the revised curriculum still existed in the minds of many staff members. There was real resistance on the part of a few. Even those who were most convinced that progress was being made in a desirable direction were able to see the need for improvement in many areas. So when Dean Evans received a letter—from the professor who had been his major adviser during his doctoral work—asking whether a group of graduate students might visit the college and study its program of professional laboratory experiences, he replied as follows:

The things that we are doing here would certainly not impress anyone as being very radical or very new. In fact, compared with the kind of programs that we used to plan for teachers colleges back in our student days, this one seems positively traditional. We started out by trying to identify some competencies that we wanted our students to have and ended up with the old course framework and a few new names and arrangements scattered here and there. Since that seemed to be the best we could do at the time, the coordinators and I started out to work within the framework as it was set up. We got people interested in working together and helped to make it possible for a good many direct experiences to be included. In

fact, I believe that our program of participation in community activities is the best thing that we are doing so far.

We have had our troubles, of course, and are still having them, but I am almost convinced there is a way around every block if you just look long enough or hard enough. Luckily, Dr. Pierce has been able to convince the legislature that our job here is important. We have not only been able to keep all our old staff members but have been able to take on a few new ones as our enrollment has increased during the last few years.

Working from within the security of the familiar course framework, the staff has made many changes in course content. They are also including functional experiences which are helping to produce the competencies which we talked about so bravely and then forgot four years ago. There has been considerable talk of evaluating the program next year as we watch our first class engage in a semester of student teaching. I have high hopes for what may happen as we sit down to look at what we have done. It seems entirely possible that our next curriculum may really be based on the needs of students as we see them. At least, it will go further than we have yet gone in that direction. Certainly we have come to know each other better as we have worked together during these last years. Almost all of us have become more flexible and willing to look at the other fellow's point of view. Maybe that is one of the most important things that could have happened in this brief time.

No, I can't ask you to bring your students to Elm City to see an outstanding program of teacher education or even of laboratory experiences. I am not sure that in many respects you would even consider it a good one. But if you would like to see a growing program—one that has come a long way and is going right on getting better every day—then come along, because we're surely moving and I have a feeling that we are becoming increasingly certain of our direction and our goal.

Apparently a growing program was just what the professor wanted his students to see, for early in April a half dozen doctoral candidates from the university arrived on the campus for a three-day visit.

The visitors see for themselves. For one full day they watched and participated in the various activities which they found in progress. Some of them accompanied student teachers when they left the campus to go to the various schools all over the city where they were engaged in full-time student teaching; others waited a half-hour and accompanied the hundred or so third-year elementary majors, who were also bound for the various schools to take part in the activities of the morning.

The visitors who remained on the campus saw a steady stream of students coming and going—some with balls and bats to help with recess and gym periods; some with packages of tests to administer to pupils; a large number to supervise lunch periods and playgrounds all

over the city during the noon hour; freshmen off to a school assembly to get copy for *The Elm City School News*, a mimeographed sheet published weekly for all the school personnel in the city and the college.

Not all those who left the campus had the schools as their destination. One group was attending a meeting in the office of the city recreational director; others were ringing doorbells and urging citizens to go to the school meeting and vote their convictions on the new bond issue; several seniors were going to the city library to read to the children during the afternoon story hour; and throughout the afternoon, in groups of two or three, others were leaving to serve as leaders and assistants in a great variety of community organizations and agencies.

Not all the activity took place off the campus, however. In some of the classrooms students and instructors were working together on problems of vital concern to them. A class in American government was analyzing the forces at work in the current city-manager controversy to decide what part they should play in the campaign; a freshman mathematics class was studying the sales and costs records of the campus co-op in an attempt to discover whether a return to a five-cent cup of coffee could be made without courting financial ruin; and one section of the class in Educational Psychology was rehearsing in their improvised studio on the stage of the auditorium for the third in a series of radio broadcasts on child development.

The evening saw little diminishing of the activity. There were P.T.A. meetings in which to participate, adult education classes where assistant instructors were needed, sessions of the city council and other governmental agencies which offered many opportunities for greater understanding of social and economic issues on a local level, and meetings of various organizations where students were on constant call to help with the program, lead games, or call square dances, as the case might be.

The staff presents its program. Since it was impossible for each of the visitors to have firsthand contact with all of these activities, a meeting was arranged for the first evening of their stay. At that time, the members of the college faculty undertook to describe for the visitors the program of professional laboratory experiences in operation at Elm City Teachers College in the spring of 1958.

Dean Evans opened the meeting:

"Now that you have had a chance to look around for a day and see for yourself some of the things we are trying to do, it seems a good

idea to bring together those persons who are most directly concerned with our program of laboratory experiences and let them tell you something of their part in the program. I have asked different people to explain briefly the various kinds of experiences we are trying to provide, but I hope you will feel free to ask questions or to make comments at any time. I am almost certain we are going to want to interrupt each other. We all work so closely together that no one person is going to say all the things about any one phase of this program which everyone thinks should be said.

"You've all met Mr. Morris, the assistant superintendent of the city schools and our coordinator of student teaching. In your visits to the schools you have seen something of the way in which the college students participate in the work. How about starting in by telling us something about the way that part of the program is set up, George?"

The city schools provide many direct experiences. "I have already given you the little booklet that explains our contract with the city and the way it came to be, so I won't go into that," began Mr. Morris. "The agreements that have been made since have been mostly the results of informal discussion between the board members, Superintendent Thomas, and myself. I have been very careful to consult them about any changes at all, even those in which they might not normally be expected to have any interest. Contracts of the kind we have here are pretty much like gardens: they not only have to be laid out carefully but they have to be everlastingly kept in shape if you are to get any results. We believe that our continued attention to keeping each other informed of what we are doing and to promoting continued understanding and appreciation of the advantages of our working together has been one of the biggest factors in making this arrangement a success.

"When we set up the program three years ago, we were still thinking pretty much in terms of student teaching for one semester as the only time when the students would work in the schools. It wasn't long, however, before we came to see the value of the proposal in Standard VI that students need to have some experience working with children before their senior year.

"So we began sending the sophomores into the schools to watch what was going on and to learn what they could about youngsters. Then the teachers of the methods courses kept saying that it wasn't very practical to sit in a classroom and talk about how to teach school when the students had little chance to try their hands at doing the things they were

talking about. So this year we began a new plan. All of the juniors now spend two mornings a week in the schools, and their methods work is built around the things they are doing and seeing done there. Actually, it is more of a problems seminar, but we don't call it that because people aren't used to the term. We New Englanders like to make changes rather moderately—as you may have heard.

"Each of the juniors will work in three different schools and probably at three grade levels during the year. A good number of them will be assigned to do student teaching in the grade where they have worked for a period of six weeks this year. We expect that this previous contact will make a big difference in their readiness for full-time teaching and in what they get out of it.

"The sophomore program has changed considerably in the past two years, also. We have pretty much come to the conclusion that beginning students don't learn by sitting and watching a bunch of kids in a classroom. Aside from a few physical details, they don't know what to look for or how to interpret what they see. So we began to try to find out what experiences each student had already had with children and then to give them what they needed most, whether it was work in the school situation or not. That sort of thing was originally started with the sophomore group, and our program of working with community agencies other than the schools grew out of it. Now it has extended over the first two years and has become pretty much an individually planned sequence of activities which each student chooses in relation to what he and his adviser see that he needs. You'll hear a lot about that later when the freshman and sophomore coordinators take the floor.

"But don't think that our underclassmen don't get into the schools at all. You wouldn't have to be in any of the schools very long to have that proved wrong—that is, if you were able to recognize the underclassmen when you saw them. Most of the time they are so busy and so much a part of the activities of the school that you wouldn't guess that they weren't student teachers. Mere lists of activities aren't likely to be very meaningful, but here is just a sample of some of the things that the first and second year students did in the schools last month as a planned part of their college curriculum:

Supervised play and recess periods under the direction of the regular teachers.

Assisted with noon lunch and noontime recreation activities.

Played piano for school assemblies and for music periods.

Helped with costumes and staging for a school play.

Helped the children of one school paint the walls and ceiling of a basement room they are remodeling to use as an activity room.

Assisted with craft classes and hobby groups in several schools.

Typed records in the guidance office and acted as clerical assistants in the offices of school principals.

Reported school activities for the school newspaper.

Went on trips with groups of children.

"Of course, many of these activities are not new ones. Students have been doing them for a long time in many schools; but we believe that the fact that they are planned for the individual student to meet his needs is something that is more talked about than practiced."

"I am going to try to tell something of our guidance setup, George," put in Mrs. Maxwell, the director of student personnel. "Maybe it will seem a little clearer after our guests have heard about the other types of experiences our students have."

"Doris is warning me to keep off other people's territory, and she is right," laughed Mr. Morris; "but I do want to talk a minute about our student teaching program."

Supervision of student teaching is a cooperative responsibility. "In the three years since we became associated with the city schools, we feel that we have made considerable progress in making our student teaching a time when the young student does just about all the things that a regular teacher does on the job. Our students are not only working in individual classrooms but they are taking part in all the activities of the school: attending staff meetings, helping with clubs and school assemblies, visiting homes with regular teachers, talking to parents, attending P.T.A. meetings, and dozens of other things. They have a chance to engage in these activities because their schools are close by. That is an advantage of using the city schools for all of the student teaching.

"Many of the students work in only one grade during the semester they are teaching. Others have experience in two different situations during the eighteen-week period. All assignments are considered tentative, and changes are made entirely on an individual basis. The need of the student for experience with a different type of classroom organization or a different grade level, the desires of the supervising teacher,

and the requirements of an optimum learning situation for the children involved are all factors which are considered in the changing of any assignment.

"The students have no other responsibilities, except for the weekly seminars held in four centers with the four supervising principals of the elementary schools in charge. The supervising teachers and the various members of the college staff take part in the seminars from time to time."

"That brings up a question that I wanted to ask you about," put in one of the visitors. "How are your student teachers supervised? I thought it was done by your supervising principals; but in some schools I saw college staff members who were apparently there to work with students."

"You have undoubtedly seen both of those things, because both are in operation at the present time," answered Mr. Morris. "As I have told you, when our building program is complete in the city we will have four large elementary schools and three small four-grade neighborhood schools. At present, one of the new schools is under construction, and the children are scattered in other schools in the city. However, we have already appointed the four supervising principals who will head up the new units when they are ready. The principals are all persons with considerable experience and with special preparation in supervision. They are now coordinating the work of the elementary schools in the four sections of the city, assisted by several members of the college staff."

"At present, this dual system is working out very well in most instances, although there have been cases of misunderstanding and a very few times when I have had to step in to arbitrate a dispute and draw lines of authority. That sort of thing happens less frequently as we continue to work together, particularly since we make it very clear that the supervising teacher has the major responsibility for the student who is working in his room."

The supervising teachers are learning, too. "That brings up another question which is bothering me," another of the visitors put in. "Aren't you putting an awful lot of responsibility on supervising teachers with little or no special preparation? Don't you have poor or uninterested teachers in the system? How can you be sure that you are getting these good kinds of experiences you have been talking about?"

"Yes, we do have some poor teachers in Elm City," replied Mr.

Morris, "and we have some who aren't interested in working with student teachers. We have others, and this is by far the greater number, who are interested and eager to do a good job but who haven't had much opportunity to learn how. The problem of securing competent supervising teachers was one about which we thought very seriously when we were planning to use all of the schools of Elm City as laboratory schools. We knew it would be a problem we would have to meet, and I think we have made some progress along that line.

"We have had meetings of supervising teachers in all the buildings rather frequently, and have tried to help them learn how to work with student teachers. We have also given, on our campus, evening courses especially intended to help Elm City teachers do a better job in their own classrooms. The teachers may attend these courses without paying tuition, and a good many have taken advantage of the opportunity.

"Some of the teachers in the city schools are used as supervising teachers rarely or not at all. There has been some unpleasantness about this, but we have tried as far as possible to make the students in any building so much a part of the total school activities that it is less obvious when they are not placed as frequently with some of the teachers.

"We feel that there has been a very great effort on the part of most of the city teachers to do as well as possible the job that is being expected of them, and in general we feel that they are succeeding. Don't get me wrong. I know how much we need to improve, but we are doing something about it. The curriculum study groups which are meeting this year in each of the elementary schools of the city are beginning what we hope will be a fundamental revision of the work of our elementary grades. Each school is working on its own problems but is drawing on the resources of the whole city and of the college staff. One member of the college faculty has a good portion of his time allotted to working with these groups to help them get the assistance they need. This is one of the services the college is rendering as part of its cooperation with the city."

Students work in a variety of community organizations. "I suspect that our visitors have many more questions they would like to ask you, George," commented Dean Evans; "but we had better go on to the next aspect of our program and tell them a little about the work our students are doing in the community outside of the schools. Our work with community organizations started from an attempt to find experiences with

children for our sophomore students in psychology and child development. We made our first contacts with organizations through the city recreation director, and he has been almost a member of our staff ever since.

"As sophomore coordinator, I take a special interest in this part of our program, though it now includes students from every class and from all the curricula in the college.

"We tried to use considerable care in setting up experiences—to be sure that we assigned students to work only in situations where they would have effective supervision and a real chance for a worth-while learning experience. First, the recreation director, Mr. Alfred James, called a meeting of the representatives of the organizations which might provide the kind of experiences we were wanting. I talked with them about the contribution I thought our young people could make to their programs and the kind of supervision they would need. Some of the organizations did not feel they could use the kind of assistance we were able to provide. One or two of the others did not have well enough organized programs to make them desirable places for our students to work. We finally ended up by making arrangements with the Y.M.C.A., the Y.W.C.A., the Boy Scouts, the Girl Scouts, two privately run nursery schools, and a number of churches which had organized youth programs. The first year these agencies provided opportunities for participation in some sort of activity with children and youth for about thirty-five students. This year, after the addition of the Saturday morning play centers sponsored by the Recreation Council, the City Youth Center, the Family Welfare League and the Department of Public Welfare, we are regularly providing opportunities for more than a hundred students each half-year.¹

"We have worked out a number of procedures which make the program easier to administer. This fall, for the first time, we asked each agency to request the amount and kind of assistance it needed, and the students were assigned on the basis of their own needs and interests in relation to the opportunities available. Since neither the town nor the college is large, it has been possible to keep formality at a minimum and to maintain a flexibility in the whole program which might not be possible in another situation. For instance, if a sophomore who has

¹ For further information concerning a similar program, see: Camilla M. Low, *The Child and the Community: A Laboratory Handbook for Pre-Service Teachers at the University of Wisconsin*, Madison: School of Education, University of Wisconsin, 1948.

been working with a group of Cub Scouts comes to my office in the middle of the semester to say that three of his boys have moved away and the other four are being transferred to another den, I can pretty easily call Harry Jensen, the city Scout executive, and find out what sort of job the fellow has been doing. If it appears that the Cub group broke up through no fault of his, I can quickly reach someone who *will be glad to take him on as an assistant in another program. If he has made some mistakes, then we can talk them over and help to avoid the same sort of thing happening in his next assignment.*

"We feel that our job includes helping students to learn how to work with adults, too. So in addition to these rather regular jobs that the students take on for a semester or a year at a time, there are lots of chances to work with various club groups in town. Students often take charge of leading an evening of games or teaching square dancing to a group, or waiting on tables at a church supper. We try to screen these jobs pretty carefully, because we don't want our students exploited or considered as a supply of free labor; but a good many of them provide just the kind of social contacts our students need to give them confidence in working with parents and community groups when they get out on the job.

"I can see that some of you are getting ready to ask how many hours of this kind of participation we require of each student. I wish I could say that we have no requirement and that the amount done depends entirely on the individual and his needs. Actually, however, there seems to be a rather unofficial sort of rumor around the campus that a hundred hours of community or school participation is required of freshmen and sophomores. I suspect this has grown up because most of our people aren't used to thinking in qualitative terms yet and feel a little more comfortable with some sort of figure to refer to.

"Each student is required to keep a log of his experiences. He discusses the log with his adviser and it is put into his folder as a part of his cumulative record.

"In addition to the freshmen and sophomores, there are a number of juniors and seniors who have special needs or special interests and who are available for assignments of various kinds. Some of the seniors have been coming around after they have finished their student teaching and asking to work with community groups. I suspect that we ought to be guiding more of them into this sort of experience, but it is just one of the things that we haven't been able to get to yet."

One of the visitors now had a question for Dean Evans. "If you require experiences in the schools and in the community during the freshman and sophomore years and everyone has a different program, how do you evaluate the work? Do students get marked on their laboratory experiences?"

"You have two questions in one there," replied the Dean, "and the answers are different. First, the student's experiences are evaluated in two ways. He talks over the work he has done with his adviser and evaluates its worth for him in the light of the purposes they had set up when he undertook the activity. Then each student's work is evaluated by the person in the agency who is responsible for his guidance. That statement also becomes a part of his record and is considered by him and his adviser when they are making further plans. As for the grades, there is no grade given for laboratory experiences as such; but we have to remember that they undoubtedly influence the quality of the student's work in the various courses. In fact, many of his laboratory experiences are directly related to a course or courses which he is taking at the time. And we are working to make that true for all of them.

"I have asked Miss Peterson, our freshman coordinator, to tell you a little about how laboratory experiences have been used in the first year program to help draw the program together and to provide a basis for the integration of course offerings."

Laboratory experiences help to integrate the freshman curriculum.
"I don't know that we can say our freshman program shows a very high degree of integration," Miss Peterson began. "Most of our group teach a large part of their courses pretty independently, but we do cooperate on several large projects each year that have definite implications for the work of more than one course. As you will remember, all the freshmen are required to take the same five courses; and in each of the seven sections there are students who are planning to major in each of the five areas in which the college offers differentiated curricula.

"There are ten of us on the freshman staff this year, five of whom work full time in the program, and we have just under two hundred students. During his freshman year each student is assigned to one of us as a major adviser, and we each have from ten to thirty advisees, depending on what proportion of our time is allotted to the program. Because of the need for conferences with our students at frequent intervals during the first part of the year, we have come to use various means to cut down on the amount of time spent on other things.

"Sometimes several sections of a course will meet at one time; at other times sections of different courses will meet together to see a film, to hear a speaker, or to engage in some other activity that has meaning for several areas. We haven't been very adept at seeing the possibilities of this sort of thing as yet, but we are learning to do so.

"Some of us have tried small group conferences—eight or ten of our advisees meeting with us in an informal setting and talking about things that are bothering them and the problems they are meeting. When these groups have been carefully chosen and the atmosphere is right, they have usually worked out very well. They do not remove the need for individual conferences, of course, but they do give us a chance to talk to the students more than we might do otherwise. There is the factor of numbers, too, that sometimes encourages a student to say things he wouldn't say to a staff member alone. At any rate, we are still studying group counseling techniques to see what they can and can't do.

"Three years ago, when we first had the new freshman program, there were only five sections of each course. The six of us who set up the program that year had time to do little more than share with each other our ideas on the new courses we were teaching and occasionally hear a speaker or see a film together. The next year we had a few projects on which two or more of the classes cooperated, and we began to see more clearly the interrelationships among the areas in which we were working.

"Last year we made further progress toward integrating our work. The first few weeks the orientation and English classes cooperated in helping students to prepare autobiographies for their permanent records and in diagnosing areas in oral and written expression where special work was needed. Each student made a recording of his speech during that time and had a conference during which he and the English teacher listened to the recording together. A good many of the students showed a lot of improvement during the year, although there wasn't time to give them all the help they needed.

"The mathematics and science classes did a number of things together, too, the most interesting of which was probably the rock garden they laid out and planted on the bank in front of Huntress. They learned some geometry and chemistry and biology in that venture—along with a lot of things about human relations, when different sections of the classes had opposing ideas as to what should be done and had to get together and iron out their differences.

The freshman trip suggests further possibilities. "But the one thing we have done which gives us some idea of the possibilities of using direct experiences as a basis for our work was the trip the whole class took this spring. It all began when Mr. Sims, who teaches humanities, commented that he wished he could take the class to Boston to visit the art galleries. At just about the same time Mrs. Maxwell and I became aware of the need for visiting a number of different kinds of educational institutions as a background for our work in professional orientation. We talked about all this in the freshman staff meeting one afternoon, and someone jokingly suggested that we hire half a dozen buses and take the whole group on a trip. We all laughed and went on to something else; but the next day, when I was talking to Dean Evans, I happened to mention our daydreaming to him. He got a funny look in his eye and asked, 'Are you so sure it has to be daydreaming?'"

"Someone else came in right then and he didn't have time to say any more, but the next week we invited the Dean to come to our staff meeting to talk about what still seemed to be a very impractical idea.

"That was in February, and by the first of March we had talked the matter over with the students and decided that the trip could be made. We set the week of the fourth of April as the time for the trip, and from then on we all worked like beavers. Some days toward the last each one of us worked all day with one group of students as we did all the things that needed to be done to get ready. You never saw greater preparation for any round-the-world flight than was made for that trip. The itinerary was planned almost to the last half-minute in order to get in all the things that everyone insisted must be done. Reservations were made and budgets planned to the last ten-cent tip. We got tickets for the symphony for the night we were in Boston, though how Mr. Sims ever got them for all of us at the minimum rate is something that only he and his friend who plays the French horn in the orchestra are ever likely to know. Mimeographed sheets of directions and the results of uncounted hours of research about the places we were going to see were made into folders for each of us to take along in order to study about each attraction before we came to it.

"Besides the art galleries, we visited Boston's new planetarium and a number of historic places. While we were at Bunker Hill a few of the math enthusiasts rigged up an apparatus for measuring the height of the monument by its shadow, and were terribly pleased when their estimate was quite near to the actual height, which was carved on the

base of the monument. We went to Harvard, too, and saw the wonderful glass flowers and the old buildings around the Yard.

"We visited a private school for very wealthy children and a grimy, run-down public school in the mill district of Lowell. We went to our own state university and were entertained overnight in one of the modern dormitories—so new that the students had not moved in yet. The next day we went on to the state capital, stopping twice along the way to see new school buildings. That afternoon we visited the capitol and the other state buildings, and the next day we drove fifteen miles to visit the town in the state which has probably gone the greatest distance toward building a real community school system. The people of Homewood entertained us in their homes that night, and we attended a community meeting at the school with several hundred of the townsfolk. We heard a discussion of the meaning of lay participation by a panel of laymen and school people that provided food for thought for many days afterwards.

"The final stop of the trip was at our sister teachers college at Hillsdale, in the northern part of the state, where we attended classes with the freshmen and were their guests at a college dance in the evening. They even squeezed us into their dormitories for the night.

"The trip was a unique experience for many of these young people. It was an experience in group living hardly to be equaled, as two hundred persons occupied five buses for eight days and often slept three and four in a room at night. It was an educative experience which repaid long and careful planning by rich returns in new insights in every class and in many areas of living. It was, in short, an experience which most of the group will never forget.

"We may never take another long trip with the freshman class, but we are already thinking of many possible experiences which may grow out of our work this year and next. We see smaller groups going to the art museum at Monmouth and to the music festivals in the Berkshires as an outgrowth of their work in humanities. We visualize special interest groups from mathematics classes spending several days in the state capital studying the workings of the teacher retirement system, or in Boston gathering information on the system of price reduction practiced in Filene's basement store. Then we see students in English classes working to prepare oral and written reports of these activities to share with others who did not go. Our English classes are already engaged in two types of laboratory experiences as a direct result of their

recent trip. They are writing an article for the *Journal of Teacher Education* describing their trip and its value to them, and they are preparing an assembly program to present the highlights of the week's experience to the entire student body.

"So, wonderful as the trip was for all of us, I think its greatest value lies in the ideas we have gained for vitalizing and making meaningful our class work by means of carefully planned direct experiences."

Juniors and seniors learn by doing. The group had listened with close attention while Miss Peterson told of the freshman trip. As she finished, Mr. Coleman, the coordinator of the work of the upperclassmen in the elementary education curriculum, took up the story.

"We haven't done anything nearly as unusual as the trip you have been hearing about, but our juniors and seniors are having a number of professional experiences I want you to hear about.

"Two years ago the Elementary Club broadened its base of operations and affiliated with the Future Teachers of America. Since then we have been enjoying our contact with the N.E.A. and the state teachers' association. Most of the seniors attended the state teachers' convention last fall and a few took part in some of the group meetings.

"Many of our staff members are asked to participate in workshops and institutes throughout the state, and it is our practice to take several upper-class students with us as observers or, more often, as participants. Persons who ask us to make speeches are beginning to say, 'And please do bring some of the students along. We enjoyed them so much the last time you came.' Seems like we are playing second fiddle, but we like it.

"Teams of students accompany staff members who go out on recruiting trips each spring, and last year fifteen members of our student body were able to go to the meeting of the Eastern States Association in New York. Of course, as Miss Peterson has said, we haven't yet made use of nearly all of our opportunities. Actually, only a small number of our students are having a chance to participate at all extensively in these activities. About all we can say is that we have made a start and that we now know something about where to look for the kind of experiences we want all of our students to have."

Students participate in campus government. "Our student government organization helps to provide some pretty important experiences for all, or nearly all, of our students," added President Pierce. "In fact, I would say that it is one of our best ways of developing the

qualities of citizenship we say we want our graduates to have. We've had class organizations and a student council for a number of years, of course, and we have always felt that they provided valuable experience; but about five years ago now the faculty and students decided to put on a celebration for the fortieth anniversary of the founding of our college. They appointed a number of joint student-faculty committees to work out the details, and the thing went off as smoothly as anything we ever had here at the college.

"That gave some of us the idea that, if joint committees worked so well for a temporary affair, they might be helpful in dealing with the regular concerns of the total college community. We set up some joint committees for a variety of jobs, and soon we were using them to solve problems that really needed joint action. Things seemed to go so much better when all the people concerned were in on the planning. Not that the groups always agreed when they were meeting together. I recall an article in our college paper a few years back that reported a meeting about the use of the social rooms in the girls' dormitories. The last sentence of the article went something like this: 'All of the faculty present were against the proposal, but all of the students on the committee were in favor of it.' Obviously, that was a matter that required further discussion, and some yielding on both sides; but the important thing was that both were being heard and the students were having a chance to make their views known on a matter of considerable importance to them.

"We now plan together for most of the activities of the school: social events, assembly programs, recreational activities, athletic programs, and many others. Next year, when we start our new curriculum study, we are hoping to have student and staff committees working together from the first. That is going to call for considerable adjustment for some of us, but we are confident that there is merit in the idea. Most of us are convinced that it will be about the best possible preparation for teachers who are going to be working on curriculum revision in their own schools; and besides, we are certain that we will have a better curriculum if our students help to build it."

"Thank you, President Pierce," said Dean Evans. "And now, Mrs. Maxwell, I am going to leave it to you to tie all this together, as you tell us about the guidance program and the campus activities and how they fit into the picture the rest of us have given tonight. Will you please go ahead now?"

The guidance program considers individual needs. "You have heard a lot about our guidance program already," replied Mrs. Maxwell, "but I will try to show how it operates in relation to the rest of the program and how we hope it will operate in the future.

"First of all, you know that each freshman has an adviser who works with him throughout the year. The adviser helps him to choose social and recreational activities to meet his needs. Oftentimes the clubs he joins, the organizations in which he participates, and the friends with whom he spends his time are fully as important as his course work in determining the growth and success of a student.

"We are trying very hard to begin to think in terms of a curriculum that will include all the activities of the student for which the college assumes responsibility, but we have not been able to fully implement that idea yet. However, we do keep records, in the cumulative record folder, of the student's social and club activities and his personal adjustment.

"The second year each student is assigned to a new adviser, one who is teaching one of the sophomore courses. We are not satisfied with this arrangement, as it means that much continuity is lost in the counseling program. When we started our guidance program, each student kept the same adviser for four years. We changed because it seemed that a student should be advised by someone who has him in class. There are values in both plans and we still aren't sure which is better.

"At the beginning of the third year each student again gets a new adviser, this time one who will be with him through his junior and senior years. These advisers are chosen predominantly on the basis of professional interest, and the majors in each curriculum are assigned to persons best fitted both to guide them in their professional work and to continue the personal guidance which they have had from the beginning.

"Because of the cultural background of our students, many of them have special needs in two areas. They need to develop self-direction and self-control. The authoritarian school and home atmospheres from which many of them come have predisposed them either to accept blindly the dictates of others or else to rebel, just as blindly, against all forms of control. A second need, growing out of the individualistic and competitive cultural pattern in which they have grown up, is for an opportunity to gain practice and skill in cooperative endeavor. In both

of these areas, the campus activities and group living are able to make valuable contributions.

"As director of student personnel, my job so far has been to set up our system of records and to provide avenues of communication among persons who need to have information concerning the students. Each month I meet with the advisers of a given group of students, and we consider any problem cases and try to plan for getting the help we need. Occasionally we have case conferences, which bring together all the persons concerned with a student, and try to decide what we can do to help him.

"There is a source of weakness in our program which you have doubtless discovered by now. Since our advisers are overworked, some of them do not find it possible to keep the necessary records. Moreover, the problems of some of the students are so serious that they cannot be helped by the kind of guidance an untrained person is able to give. We definitely need professional assistance to supplement the work of our staff. As yet, we have not been able to get it. However, we have come to see the possibilities of what we may do when we know more and have more resources to aid us."

The Dean sums up. "The social committee have signaled that they are ready with refreshments," Dean Evans announced. "I am going to declare the meeting at an end. As you who are visitors follow the rest of us around during the next two days, you will have a chance to see a lot more of how our program looks in practice and how it measures up to the provisions of Standard VI. Of course, if the conversation happens to turn to professional subjects during our social hour, I am sure that all our staff will be glad to answer any questions you may have. If that happens it won't be the first time that a cup of coffee has facilitated the exchange of educational information—nor, I trust, the last."

AN EVALUATION IN TERMS OF STANDARD VI

The Dean had predicted that the visitors would be able to discover some of the strengths and weaknesses of the program of professional laboratory experiences as they studied it in action, and he was right. During their stay, they prepared an analysis of the program of professional laboratory experiences in terms of the evaluative criteria of Standard VI. Summarized in table form, their findings were as shown on pages 64-65.

A BRIEF ANALYSIS OF THE PROGRAM OF
PROFESSIONAL LABORATORY EXPERIENCES AT
ELM CITY TEACHERS COLLEGE, 1958

ASPECT OF
STANDARD VI

ELM CITY PROGRAM

Strengths

Weaknesses

- | | | |
|--|--|--|
| <p>A. The Place of Professional Laboratory Experiences in the College Curriculum</p> | <p>Experiences are provided during the four years of the college course. Contacts are provided with school and community situations prior to student teaching. Experiences emphasize participation and are flexibly planned. Assignment to student teaching considers the student's needs, interests, and abilities and these factors influence the length of time in one situation. The sequence of activities in any one situation is individually determined.</p> | <p>There is insufficient integration of PLE's and content of related courses. Few PLE's are provided in subject matter fields. Student teaching occurs in the senior year for all students. There is no planned program of PLE's following student teaching.</p> |
| <p>B. Nature of Professional Laboratory Experiences</p> | <p>Opportunities for responsible participation in the activities of the teacher in the classroom, the school as a whole, and the community are provided.</p> | <p>Not all students are able to participate fully in all types of activities.</p> |
| <p>C. Assignment to and Length of Professional Laboratory Experiences</p> | <p>Assignment is usually made on an individual basis with consideration for the needs of student, supervising teacher, and children. Length of assignment to PLE's other than student teaching is flexible. Change from one situation to another in student teaching is made on the basis of individual needs.</p> | <p>All students spend one semester in full-time student teaching with no provision for varying time allotment on the basis of individual needs.</p> |
| <p>D. Guidance of Professional Laboratory Experiences</p> | <p>The guidance of the PLE's is closely related to the college guidance program. Student experiences in PLE's are utilized as a source of content for junior professional courses and the student teaching seminar.</p> | <p>Lack of time and skill on the part of most of the staff prevent adequate guidance and evaluation. Evaluation techniques need improvement. Follow-up procedures are inadequate.</p> |

ASPECT OF
STANDARD VI

ELM CITY PROGRAM

*Strengths**Weaknesses*

	Cumulative records are being developed and used to guide student growth.	
E. Cooperative Relationships in the Guidance of Professional Laboratory Experiences	College representatives, supervising teachers, and community agencies share responsibility for guidance of PLE's. Communication is consciously provided for and is reasonably adequate.	College teachers in subject matter fields participate in guidance of PLE's very infrequently.
F. Facilitating Professional Laboratory Experiences	Laboratory facilities are sufficient to provide varied and extensive contacts. Relationship with city schools is such as to provide most of the advantages of a college-controlled school. Facilities for community contacts are adequate and constantly improving. All facilities are convenient and accessible.	Supervising teachers are less well qualified than is desirable. College teachers, other than those in the education department, have little competence in directing students in laboratory experiences.

Dean Evans studied the analysis carefully in terms of what he saw as the most urgent needs for improvement in the program. His completed list included four major problem areas:

1. Expansion of the program of professional laboratory experiences in subject matter fields and more effective integration of present experiences into the content of college courses.
2. Provision for student teaching during the junior year for some students, in order to provide for more flexible assignments in terms of the readiness of the individual student.
3. Development of a program of professional laboratory experiences following student teaching for all students.
4. Improvement of the quality of supervision of laboratory experiences in the schools through continued work with the supervising teachers.

The Dean realized that the present evaluation procedures were inadequate but he felt that it would be well to postpone any concerted attack on that problem until after the forthcoming consideration of the effectiveness of the total program. He had high hopes that such a study would result in the development of a curriculum which would be firmly

built on accepted principles. Then it would be possible to set up evaluation procedures which could be expressed "in terms of the student's ability to use basic generalizations in meeting new situations."²

As he looked ahead to a continuing program of curriculum improvement, Dean Evans read again, with considerable satisfaction, the last paragraph of the report which had accompanied the visitors' analysis of their findings. They had written:

Our analysis indicates that we found many strengths and a number of serious weaknesses in the program of professional laboratory experiences at Elm City Teachers College. But most important of all, we found a group of people in both the school and the community who are looking forward and who are not afraid of the idea of change when change is needed. The city teachers are studying their programs and planning for improvements in the curriculum of the elementary schools. The college staff are talking about an evaluation of their program on the basis of the first four years' experience with it and are thinking in terms of rather far-reaching changes in curriculum pattern and content. The students are becoming increasingly active in their participation in the formulation of college policies and in helping to plan types of experiences which will best meet their needs. It is, as you wrote before we came, "a growing program, one that has come a long way and is going right on getting better. . . ."

² Standard VI, AACTE, Section D-3.

4 THE DIVISION OF EDUCATION PLANS A PROGRAM FOR ELEMENTARY TEACHERS

Dr. Frank Dobbins had a report to prepare. At the top of a blank piece of paper he wrote,

“Annual Report of the Director,
Division of Education,
College of Arts and Sciences,
Jefferson University, 1953,”

and then sat back to consider what he should say this year.

Since Dean Martin had come to the college there seemed to be less need for this annual formality. Very little went on in the Division of Education that Jim Martin didn't know about. It was funny how things worked out. As an undergraduate history major at Jefferson, Jim had registered for a course in education as a sort of insurance in case he shouldn't be able to go on with his graduate work immediately as he had planned. He came under the influence of old Dr. Hoskins, who knew a promising young man when he saw one, and from then on Jim Martin was destined to teach. Fifteen years later, as Dean of the College of Arts and Sciences, Jim was a powerful friend of the division and an interested booster of its activities.

Dr. Dobbins smiled to himself as he thought of the discussions he often had at professional meetings with other administrators who thought that he ought to be working to put his division on an independent footing as a college of education within the university. Maybe in

some places that was the better plan, but he could see no advantages it would have at Jefferson except possibly some added status or prestige. In fact, the advantages seemed to be pretty clearly on the side of maintaining the present close connection with the College of Arts and Sciences. He recalled a statement in the last catalogue.

Adequate preparation for prospective teachers is a concern of both the Lower Division and the Upper Division of the College of Arts and Sciences. Students considering such preparation are urged to confer with their advisers early in their college careers so that general education, specialization program, and professional training may be combined properly.

As a part of the College of Arts and Sciences, the Division of Education had a much greater chance of making the kind of cooperation suggested in the catalogue description become a functioning reality. The new plan for the preparation of elementary school teachers illustrated what could be done.

THE NEED FOR A NEW CURRICULUM

Jefferson had not previously made any attempt to prepare teachers for the elementary schools. In fact, college graduates in the state hadn't even considered the possibility of teaching below the high school level. But in 1950 the state started to work on a new program for improving the education of its children. A minimum foundation program for state aid and a campaign for better teacher preparation were two aspects of the problem that were attacked first. Certainly the state needed to do something about securing better teachers. With over a thousand teachers on emergency certification, the experts estimated that four times that number of fully qualified teachers would be needed to staff all the elementary schools of the state. It was obvious that the teachers colleges could not provide preparation for all of the elementary school teachers that were needed, so the private colleges and universities were asked to help with the task.

The University considers the preparation of elementary school teachers. Dr. Dobbins remembered the long conference he and Dean Martin had had with Dr. Learner of the State Education Department. It had seemed at first that Jefferson's entrance into the field of elementary education would be pretty impractical. Jefferson had no laboratory school and no staff members prepared to undertake the work. In addition, Dean Martin rather doubted the feasibility of including all the specialized courses necessary for elementary school teachers within the

framework of the liberal arts curriculum. The teachers colleges used most of the time for four years for professional courses, and still seemed to feel that they needed more.

Dr. Learner hadn't pushed for any decision but had emphasized the need that existed and the contribution that the university could make. He suggested that they look around and see what unrecognized resources might be available within the institution. He also suggested that if the Division of Education planned to study the matter any further they might call in John Conboy, a young child development specialist who was working in the in-service education program in the city schools. He had experience in elementary education and might have some ideas about organizing a new program.

So the matter was put up to the General Committee on Education, an advisory body made up of representatives from all divisions of the college, and they appointed a subcommittee to consider the possibilities of developing a program for the preparation of elementary school teachers. The Dean, Dr. Tilford from the English Department, Dr. Simpson from Philosophy, and three members of the staff of the Division of Education were the first members of the committee, Dr. Dobbins remembered.

The first question the group asked when they met to start their work was a very practical one. "Supposing that we do decide to hire new staff members and put in a lot of courses in education," they asked, "who is going to elect the new curriculum? How do we know that the students who come to Jefferson are interested in teaching in the elementary school?"

The whole thing might have ended right there if Dean Martin hadn't suggested that they try to find out what the potential demand for the program might be before deciding that it was impractical. If there were students in the university who could be interested in preparing to become elementary school teachers, then it seemed that the committee should know about them before making any further decisions.

Dr. Dobbins walked to his files and pulled out a folder marked "Subcommittee on Elementary Education Curriculum" and began leafing through the thick stack of papers it contained. Finally, he came to the sheets he wanted and started reading again the report which the subcommittee had made after several months of gathering information.

Many women students become elementary school teachers. Yes, they had found several groups of students who could be expected to be interested in the new program. The first, and largest, group was com-

posed of women students. For the past several years about one-fifth of the women students had gone into teaching upon graduation from the college. The majority of them had become high school teachers and others had chosen to work in special fields such as art, music, and physical education. Each year a number had failed to obtain secondary school jobs and, on the strength of their college degrees, had been hired as emergency teachers for elementary school positions.

The alumni secretary had assured the committee, however, that the small group who took elementary school jobs immediately after graduation by no means represented the total number that eventually went into such positions. Most of the Jefferson women graduates were married soon after finishing college. Later, because of financial pressure or emergency conditions in the community where they were living, some of them took teaching positions, often at the elementary level where the need was greatest.

There seemed to be little doubt that, as positions in the secondary schools became less plentiful and the salaries increased in the elementary schools because of the foundation program, a good proportion of the women students might well elect to prepare for teaching the younger children. Dr. Dobbins smiled as he remembered Dr. Tilford's crusty comment at that point in the report. "Might as well teach them something about bringing up their own children if nothing else."

Future administrators need to know elementary education. There was another group for whom the new curriculum might be expected to hold a definite attraction. Those were the young people, chiefly men, who were looking forward to a career in educational administration. It was becoming increasingly popular to seek a person with some background in elementary school work for superintendencies and other supervisory jobs in public school systems. Therefore, undergraduate specialization in elementary school work, a few years experience, and graduate work in administration should provide a pretty effective sort of preparation for the really able person seeking a career of the sort in question.

A faraway look came into Dr. Dobbins' eyes as he thought about that group. They were the ones for whom he would like to set up a master's degree program which would center around a period of intern teaching. When Jefferson could send out experienced young teachers who might within a few years be ready to act as county supervisors, principals of elementary schools, or cooperating teachers in the teacher

education program, the university might really feel that it was making an important contribution in the state. It was a nice dream, anyway.

Teaching is a second choice for some. There were also those students at Jefferson for whom teaching might be a second choice. The medical school was justly famous throughout the South, and every year approximately ten times as many applications were received as could be accepted. A somewhat similar situation existed with respect to the dental school. Thus it was that each year a large number of undergraduates with professional aspirations were being excluded from these two schools, not through lack of ability for advanced work but simply because they were somewhat less brilliant than some of the other applicants. There seemed to be a chance that an active effort might interest these young men in the professional opportunities of teaching.

New curriculum may attract students. There was a fourth group of potential students mentioned in the committee report who might be drawn to the university by the development of the new elementary school program. In a city of 500,000 persons, with no institution for the preparation of elementary school teachers, there were bound to be some young people fitted to prepare for elementary school teaching who, because of financial or other reasons, were not able to leave their homes to go to school. Here was a chance for Jefferson to be of real service to the state by initiating a program for preparing elementary school teachers.

Not all candidates are desirable. The last entry on the report caused Dr. Dobbins to make a wry face as he read, "Other possible candidates for admission to this program are students who have not yet reached a decision concerning their life work and who may have the qualifications necessary for a successful career in the field of education, particularly elementary education." Dr. Dobbins had always known that that statement was only Dr. Simpson's smooth way of saying that they might as well teach if they weren't fit for anything else. He had already had plenty of evidence of the prevalence of that attitude on the part of some of the faculty of the college. It was not entirely accidental, he was sure, that fifteen Lower Division students who were on probation for low grades had registered in a class in Educational Psychology during the summer quarter with the misguided notion that here, at least, they could get the A they needed to stay in college.

Each year, also, there had been a number of students who had ap-

plied for admission to the Division of Education simply because it seemed like a relatively painless way to get a college degree. A good many of these had been prevented from registering when their Lower Division records and their personal interviews with the staff had been carefully considered; but others had slipped by, and had consistently failed to add either to their own prestige or to that of the division.

And yet, Dr. Dobbins thought, there are certainly some young people in the subject matter departments of the college who would make outstanding teachers of children if they could just be found and given the necessary preparation. But how to find them? For one thing, it was pretty dangerous business to go prowling around other departments looking for recruits if you wanted to keep any friends in the institution.

A REPORT OF PROGRESS

A knock at the door caused Dr. Dobbins to turn quickly to greet John Conboy, now associate professor of elementary education at Jefferson.

"How about going down to the Grill for a cup of coffee?" Conboy asked.

"I'd like to, John, but I've got to get this report out to the Dean," Dr. Dobbins replied. "It's been hanging fire for two weeks, and I promised myself I would do it this afternoon. I plan to concentrate pretty much on the curriculum in elementary education this year and to use a lot of the material that you pulled together for me last spring. By the way, what is the enrollment in your elementary education classes this fall? I have it somewhere but I'm not sure I can lay my hands on it right now."

John thought a minute before replying. "There are fourteen seniors who have registered for student teaching during one of the three quarters this year; six of them are teaching now. In the junior courses, we have twenty-two majors as well as a few special students of various kinds. Altogether that makes thirty-six majors officially registered with elementary education as their area of specialization. Is that the figure you need?"

"Yes, that's it," replied Dr. Dobbins as he wrote the figures on the sheet before him. "Quite a change from the total of eight that we had when we started our first experimental class three years ago, isn't it? In fact, considering that this is the first year that the program is officially in operation, I would say that we are doing pretty well."

"Not bad, but we need to do a lot better. Don't forget to include our program for cooperating teachers in your report, sir."

"I won't. See you at staff meeting in the morning, John." And Frank Dobbins turned again to his desk.

The cooperating teachers receive professional preparation. But still he did not write. John's words had set him thinking about the past summer and the initiation of the plan for giving some professional preparation to the teachers who supervised the Jefferson students during their student teaching period.

He had worried a good deal about the problem of using inexperienced cooperating teachers and had wished that Jefferson had a laboratory school where the students would be sure to see really good practices in operation. He and Dr. Learner of the State Education Department had talked about it a couple of times and had discussed what responsibility the state should have in the matter. Dr. Learner seemed to think that, since the state paid for the student teaching facilities in the laboratory schools at the teachers colleges, it should provide some sort of remuneration for the cooperating teachers who worked with other institutions which were preparing teachers. Dr. Dobbins agreed that there should be some plan whereby a cooperating teacher with some specific preparation would get more money than one without—and perhaps even additional certification to indicate that the state approved the teacher's qualifications.

Things went along until the fall of 1952, when Dr. Learner called one day to say that he had succeeded in getting an appropriation to start paying cooperating teachers on a sliding scale according to the amount of specialized preparation they had. Now it was up to the colleges and universities to plan programs which would lead to certification for such teachers.

Jefferson had accepted the challenge by setting up a five-and-a-half week workshop during the summer quarter and giving thirty of their cooperating teachers full scholarships for the first seven and a half quarter hours of what was to be a fifteen-quarter-hour program leading to state certification as a supervisor of student teachers.

Although less than three months of the new year had passed, there was no doubt that the results of the workshop were beginning to be evidenced in the quality of experience that the students in Jefferson's Division of Education were getting. There were few students teaching during the first quarter, but the college staff members working with

them brought back reports of better induction practices, wider experiences, and more skillful use of cooperative techniques than had been in evidence before. The manual which the workshop participants had prepared for the students was proving a very useful tool in the methods courses which came before student teaching and was as valuable for the cooperating teachers as for the students to whom it was addressed.

In fact, thought Dr. Dobbins, the workshop participants were doing many things to strengthen the program. They had formed a permanent organization and were considering affiliation with the Association for Student Teaching. They were meeting every month to discuss aspects of their work and to carry on some of the projects they had begun in the summer. They were offering opportunities for students in all of the classes in the Division of Education to have professional laboratory experiences prior to student teaching, by setting up a card file describing available opportunities in their own classrooms and schools. And, in addition, they were planning for their own internship experiences.

An internship for cooperating teachers is planned. The internship was the second step in the program of preparation for the cooperating teachers, and it had been set up to include two and one-half quarter-hours of credit for each of three quarters when a cooperating teacher was actually working with a student teacher. The proposals of the group for their first quarter of internship had just been sent in for staff approval. As Dr. Dobbins looked them over now, he found little to criticize. The group proposed that the planned activities of each period of internship should consist of a number of different types of experiences, which could be varied to meet individual and group needs.

They felt that there should be several general meetings each quarter which would be attended by all of the teachers enrolled in the internship program. At that time topics of general interest would be discussed. Dr. Dobbins noticed that they had listed "conferences, cooperative teaching, evaluation of student's growth, records, etc." A good many of these topics had been opened up at the workshop. Apparently the teachers wanted a chance to explore them further and to exchange notes on the things they were doing.

The second type of experience was to be the three-way conference participated in by the cooperating teacher, the student, and the college supervisor. Such conferences were not new, but the group were asking that they be held more frequently and that they be used specifically to help all the participants gain skill in analyzing and evaluating the

teaching-learning process. Apparently the group saw these conferences as a way of obtaining help in increasing their own skill in guiding students and of achieving better integration between the student teaching experience and the rest of the program of professional preparation.

As another way of accomplishing this purpose, the cooperating teachers proposed to attend the seminar for student teachers which was held at the college and to participate in the discussions as often as possible. It was also proposed that each supervising teacher should keep a written record of at least one conference with his student teacher each week, and that he should keep such anecdotal records and other evaluative accounts as might be decided upon by the group. These records would then be discussed with the staff member in charge of the internship.

Dr. Dobbins sighed as he finished reading the proposals. It was a good program and indicated a lot of careful planning. A good many of the teachers were ready to carry through on it, too, though they would all find that a lot of other things were going to cut in on their time when the year got a little further along. However, if he just had the size staff he needed, there wouldn't be much doubt that the program could really be put over in a way that would be something rather unique in teacher education programs. But there is a limit to what a staff can do, no matter how willing and enthusiastic they may be.

Additional staff members are needed. The staff of the Division of Education consisted of five men. Dr. Sterling was teaching his last year before retirement and was doing his usual competent job on the introductory courses and the electives in the history and philosophy of education, but he was not able to go out into the schools to supervise students or meet with cooperating teachers. Bliss, the new man, had a fairly heavy schedule of psychology classes but would be available to help Williams, who supervised student teaching at the secondary level, during the second quarter at least. The difficulty was that he had had no experience in supervision and couldn't be given full responsibility at first. That left Conboy to teach two elementary education courses each quarter and to supervise a total of fourteen student teachers, in addition to working with the teachers in the internship program. He would have to have some help; and Dr. Dobbins knew that, in spite of his own administrative responsibilities and his heavy schedule of classes in administration and supervision, he would have to try to see what he could do to help out.

As he looked down at the desk, Dr. Dobbins' eyes fell once more on the heading of the report he must make. Suddenly he straightened his shoulders and picked up his pen. Maybe if he wrote very convincingly about the possibilities of the new program for elementary school teachers; if he told of the accomplishments and the needs of the cooperating teacher group; if he described the internship that was planned for the cooperating teachers; if

Dr. Dobbins' pen began to race over the paper as he listed the ideas he wanted to use in the report. Maybe, just maybe, if he did a good enough job on this report and followed it up with a lot of persuasive talk, he would get the extra staff member that the division needed so badly next year. There should be a woman on the staff, one who had experience in teaching in an elementary school and preparation in teacher education. Somehow it ought to be possible He continued to write.

THE NEW CURRICULUM DESCRIBED

In the meantime, young Professor Conboy sat in the Grill and regarded his cup of coffee with an unfriendly eye. He was distinctly disappointed at not being able to talk to Dr. Dobbins this afternoon. There were so many things that needed to be done. It was all very well for Dr. Dobbins to say that they had a good curriculum in elementary education, but no one knew better than John that it ought to be a whole lot better. For one thing, the students were getting far too few direct experiences.

Deficiencies of program revealed by Standard VI. Slowly John pulled from his pocket and spread out on the table before him a sheet of yellow paper on which he had listed the deficiencies, as measured by Standard VI of the AACTE, of Jefferson's program of professional laboratory experiences. It was not an encouraging statement; John's shoulders drooped noticeably as he read.

WHAT'S WRONG WITH OUR PROGRAM OF PLE'S (ACCORDING TO STANDARD VI)

1. No PLE's during the first two years of college course.
2. No PLE's in subject matter fields.
3. Direct experiences prior to student teaching consist almost entirely of observations in school situations.
4. Participation is limited and infrequent.

5. Student teaching assignments are made without regard to the readiness of the student.
6. There are no direct experiences following student teaching.
7. Students have very few opportunities for community contacts of any kind.
8. There is very little consideration of individual differences in either the assignment or the length of laboratory experiences.
9. College teachers in subject matter fields do not participate in planning or supervising PLE's.
10. No college-controlled schools are available for observation and participation experiences.

Of course, John reminded himself, things were better this year than ever before. The cooperating teachers were ready to provide all kinds of excellent experiences. The difficulty was that the class schedules of most of the students just wouldn't permit them to get into the schools for a long enough period at any one time to really participate or even to know much of what kids were like. Now if all the professional courses could be arranged to come in one quarter of the senior year, and if there was someone who could teach an integrated course with lots of use of resource people and laboratory. . . .

A student considers preparation for teaching. "I beg your pardon, sir," said a voice beside him. "You are Dr. Conboy, aren't you?"

John Conboy looked up at the young man who had spoken and quickly brought himself back to his immediate surroundings. "Why, yes, I am," he answered. "What can I do for you?"

"I'd like a lot to talk to you for a few minutes if you aren't too busy," replied the boy. At John's nod and gesture, he sat down in the chair on the opposite side of the table and went on. "I'm Ralph Todd, sir, a sophomore in the college this year. I heard you talk the other night at the Teacher Education Club meeting. I haven't been very interested in any sort of work up to now, but when I heard you talking about teaching and the things that a teacher can do, I began to wonder if that wasn't what I should do."

"Ever had much experience with children?" John asked with a smile.

Ralph shifted uneasily in his chair. "Well, not too much, really, but I know I could get along with them. I really like the idea. The only thing that bothers me is just that everyone is likely to think I'm not much of a man if I decide to be a teacher. The men in our family

haven't gone in for that sort of thing. I—oh, I beg your pardon, sir. I didn't mean—I—" Ralph broke off in confusion.

"That's all right, Ralph," John Conboy reassured him. "I know that some people feel that way. But as I told you the other night, it's how *you* feel about the job and what you *do* that counts, not what people who don't know may say about it."

"I remember your saying that, and I guess that I really believe it," replied Ralph slowly. "I have only just begun to think about teaching, you know, and I'm not too clear about a lot of things."

"Was there something that you wanted to ask me? Something that I could tell you that would help?" asked John as the boy hesitated.

"Well, yes, there is, sir. I was wondering if you'd tell me just what you do in the teacher education courses. You know, the kind of stuff I'd need to learn, and things like that. I think I could make up my mind a lot better if I knew a little more about what was involved."

"I ought to be able to do that, if it's what you really want," John replied. "I work in the program every day, so it is pretty much a part of me. You may have to stop me if I go into too much detail or tell you more than you really want to know. What age youngsters do you think that you would like to teach?"

"It's the little ones, the grade school children, that I like, sir. I'd like to hear all about your program for elementary teachers, how you get in and everything, if you've time to tell me."

Applicants for admission are carefully screened. "The procedure for admission to the Division of Education is much the same as for other branches of the college," John began. "The student has an interview with the director of the division and usually with two other staff members. He is asked to tell a number of things about himself, including why he wants to enter the teaching profession and what his future plans are. That is to help us interpret the records and to guide us in deciding whether or not to admit the student to the division."

"Of course, the fact that he is admitted doesn't mean that he will be a success either in the courses or afterwards as a teacher. We always reserve the right to redirect any student when there are indications that our initial judgment was faulty."

"As a part of the admissions procedure, the student plans his program for his two years in the division. A good deal of that program is restricted by the college regulations and by the things that we feel it is necessary for an elementary school teacher to know before he goes out

to teach youngsters. Our elementary education program is definitely a cooperative one, however, and a number of required courses are offered by other divisions and departments of the college. Children's Literature is offered by the Division of Librarianship and courses in State History and the Geography of North America are offered by the History and Geology departments respectively. Other background courses such as music and art and psychology are offered in other parts of the college.

"There are about twenty-seven quarter-hours of unrestricted electives which the student plans with his adviser. He may take additional professional courses, more background courses in some area, or courses in a subject matter field in which he has a special interest.

Professional courses provide varied experiences. "Now let me tell you about our required professional courses. If you are a student in the Division of Education, the first quarter of your junior year you will probably take a course we call American Education. It is really an orientation course, and is designed to give the student some idea about what education has been like in our country in the past and is like today. During the course, you might make several trips to different kinds of schools in this area and have a chance to see some of the things that you were talking about.

"The second professional course is usually Educational Psychology, in which you apply what you learned in General Psychology to educational situations. You would spend a good deal of time studying about how people learn and the way to go about finding out what they have learned in any situation. You would probably do a number of experiments involving various kinds of learning, and you might work out a group project with a few other people on some aspect of a problem which interested you.

"The third quarter of your junior year you would really get a chance to spend a little time with children—when you took the course in Child Development which has been developed especially for majors in elementary education. Everyone in that course is expected to spend some time in the schools, watching children, and to have some other contacts, too. Some of the class last year hired themselves out as baby sitters, others spent vacations looking after nieces and nephews, and still others went to the Children's Home and offered their services as playground supervisors. All this wasn't really quite as good as it sounds, because no one person got very many hours of experience and

some of them had very few. I think we are going to be able to provide more opportunities for that sort of thing this year; maybe by the time you are ready to take the course, we will have a really good program going.

"During your senior year, you would take two professional courses besides your student teaching. One is the Teaching of Reading—designed to give you the techniques you need to teach the reading skills to young children. You might have a chance to do a little work with a child from the Washington School who needs help in reading, and you would see a few classes being taught by some of the excellent cooperating teachers in the city.

"If you could arrange your schedule so that you could take Teaching of Reading and Elementary School Methods the same quarter, you would have a chance for more direct experiences, because we are planning to schedule them on consecutive hours in the morning. That will give time for trips and actual participation in the schools that can't be managed when there is just one hour available. We believe that learning to teach involves a lot of direct experiences with children, and we are hoping that we can soon have a program that will enable us to practice what we preach, at least to a certain extent.

"The final professional experience would be the quarter that you would spend working full time in one of the city schools with an experienced cooperating teacher who has had some professional work in the supervision of student teachers. The whole day every day is spent at the school except for Tuesday afternoon, when all of the student teachers meet on the campus for the weekly seminar. During the student teaching experience you would have many of the experiences which a teacher meets in a school. You would also take responsibility for planning, carrying through, and evaluating a piece of work with a group of youngsters.

"How many chances you have to do things outside of the classroom or the regular school day would depend partly upon the situation and the cooperating teacher with whom you are working. Some of the schools give you an opportunity to study administrative procedures, to work with cumulative records, and to sit in on parent-teacher conferences. Others provide some community contacts and invite students to attend the P.T.A. Not all of these things are done in all schools, and in some only a very few of them are possible; but it is a thing we are con-

stantly working on and we think that we are beginning to make some progress.

"Does all this sound very complicated? Give me a page from your notebook and I'll jot down the essentials for you."

Ralph passed over his paper and John wrote quickly:

LOWER DIVISION REQUIREMENTS

English	15 qt. hrs.
Foreign Language	15 qt. hrs.
Social Studies	20 qt. hrs.
(Sociology—5 qt. hrs.)	
Science	20 qt. hrs.
(Biology—5 qt. hrs.; Geology—5 qt. hrs.)	
Mathematics	5 qt. hrs.
Bible	5 qt. hrs.
Electives	10 qt. hrs.
(General Psychology—5 qt. hrs.)	

"You will recognize this list as the general college requirements for Lower Division students," John Conboy continued; "but I have included in parentheses a number of courses which are strongly recommended by the Division of Education as a preparation for the professional courses which are required during the junior and senior years. I've talked about those but I'll list them for you."

John resumed his writing:

DIVISION OF EDUCATION REQUIREMENTS

Educational Psychology	5 qt. hrs.
State History	5 qt. hrs.
Art	5 qt. hrs.
Music	5 qt. hrs.
Geography of North America	5 qt. hrs.
Children's Literature	5 qt. hrs.
American Education	5 qt. hrs.
Child Development	5 qt. hrs.
Elementary School Methods	5 qt. hrs.
Teaching of Reading	5 qt. hrs.
Student Teaching	10 qt. hrs.
Electives	25 qt. hrs.

"There! I guess that about does it," said John as he completed the list and rose from the table. "And I must be going or I'll be late for dinner again. Think over what I have told you, and if the whole thing

still sounds interesting, come over to the office and we'll talk some more. If you decide you want to teach, there may be some things we could do before next year which would be a help in getting started. Anyway, it was good talking to you."

The future holds promise of continued progress. As he left the Grill and hurried across the campus toward home, John Conboy grinned to himself. That young fellow might never come around again; but there was no doubt that talking to him had been good for John. As he reviewed the program of teacher preparation for Ralph Todd he had come to see it more clearly himself. It had a lot of deficiencies, to be sure, and the problems were far from solved; but, as he had told Ralph, there seemed to be many prospects of improvement. Even the ideal program outlined in Standard VI didn't seem so unattainable any more. After all, the Standard had been set up as a directional goal, and no institution had yet achieved a program which met its criteria in all respects. Besides, there were strengths as well as weaknesses in Jefferson's program. Certainly, a wide variety of facilities were potentially available. The cooperating teachers were definitely above average, too, both in quality and in willingness to work with the college program. There were plenty of opportunities to establish contacts with community agencies, and a good many other things could be done by a person who was really interested in building the best possible program for the preparation of elementary school teachers at Jefferson University.

You aren't licked as long as you are making progress, thought John, as he hurried up the hill toward home and supper. Just give us another five years, and then see what kind of a showing we'll make!

5 INDIVIDUAL GUIDANCE IN A PROFESSIONAL SEQUENCE

ROBERT TARLTON'S AUTOBIOGRAPHY

SEPTEMBER 28, 1956

I was born on June 16, 1934, and have always lived on the land that has belonged to our family for more than a hundred years. The original house was built in 1824 and was burned during the War Between the States. My grandfather, the first Robert Livingston Tarlton, built our present home, where both my father and I were born. Our house is not as large or pretentious as some of those nearby but it suits me fine. Mother likes nice things and she manages the place awfully well.

I am the youngest in the family and the only son. I have three sisters, all of whom are now married and away from home. The family expects me to go back and live on the home place some day and carry on the family traditions. That expectation has had a very important influence on my life so far.

Education is begun in childhood and youth. At five years of age I started to school in the little one-room schoolhouse down the road from our house. For the next seven years the children of the sharecroppers were my friends and constant companions. I don't think that Miss Agnes, our teacher, had been educated much beyond the contents of the few books from which we were reciting, but she knew and understood children. She taught us to like and accept each other and to work and play together. We all loved her.

My sister, who had graduated from Briarwood College, tried to

supplement the education which I was getting at the school. During the long summer vacations, she made me read and write and do some number work. I got more poetry than arithmetic, though, because she liked poetry better.

I entered the high school in Colton, six miles from home, when I was twelve. There I did all the things that the others did and enjoyed a whole new group of friends. I caught up on my math and science and forgot about the poetry part of my education.

During vacations I spent most of the time with my sisters' children. They were all sent back to the country for the summers and there were eight or ten of them sometimes, all ages and sizes. My mother was sick a lot and my father couldn't stand the noise they made so mostly it fell to me to take care of them. They often weren't very easy to handle but we got along well enough. I let them do what they wanted to most of the time, but when I told them to do something they did it. They knew they wouldn't get to go places with me if they didn't.

A chosen career becomes impossible. When I was eighteen I did my two years in the Army. There was a lot of time to think during those two years and I began to wonder what I would do when I got out. I had a feeling I wanted to do something on my own that would be of some use to somebody. Just going home and settling down to carry on family traditions didn't seem so important any more. There was so much that needed to be done in the world and I wanted to have a hand in it. I admit it was a pretty vague idea, and maybe I was mostly interested in persuading my father that I wanted to get away from home.

Anyway, when I told the family that I had decided to be a doctor, they took it pretty well. My father thought I could set up my practice near home and maybe manage the farm as a side line. At any rate, he was willing for me to come to Jefferson to begin my pre-med work.

I guess I suspected by the middle of my freshman year that I wasn't going to make medical school. When my grades for the first three quarters were out, I was sure of it. However, I came back to Jefferson for a second year because I didn't know quite what else to do. It wasn't that I was flunking or anything; but even *A-minus* doesn't get you into medical school, and I had a couple of *B's*.

Along in October of my sophomore year (last year), while I was still wondering what I was going to do and how I was going to tell my family I wasn't going to be a doctor after all, I met a fellow from near home with whom I had gone to high school. He was a senior here at

Jefferson then and he told me he was planning to teach. That seemed like a fool thing for a fellow like Ralph to be doing but he surely was sold on the idea. When he found out about my difficulties, he began dragging me to meetings with him every now and then. At first, I went just because he insisted and I didn't care enough about what I did those days to bother to hold out against him.

New opportunities open. It wasn't long, however, before I really began to enjoy the gang that belonged to the Teacher Education Club. They had many ideas that were new to me. They talked about the school as a social institution and believed that education should have as much to do with the way people act as with what they know. In their eyes teachers were very important people with tremendous responsibilities. They defended their beliefs with the fervor of an evangelist at a camp meeting and it was hard not to be converted to their point of view.

Not that they were serious all the time, by any means. They had a lot of fun, too. And all along, no matter what they were doing, having a picnic out at the park or discussing some hot social issue, there were always two or three of the professors from the Division of Education right there with them enjoying it as much as anyone else.

In February, the members of the club were hosts to a regional conference for all the Future Teachers of America groups from high schools in this part of the state. I hadn't yet made any decisions about my future, but I had been running around with the gang enough so that I just naturally got involved in the preparations for the conference. It was a lot of fun, too. All of those wide-eyed youngsters looked at us as if we were gods or something just because we were in college. The group discussions impressed me most though. Those youngsters couldn't express themselves very well but they all seemed to have the same idea: they wanted to do something important with their lives and they thought that teaching was it.

The climax came when we had our big general meeting and Dr. Conboy, the young education professor we had all gotten to know and like so well, talked to the group about the teacher's role in the community. He talked very simply but he put into words all those vague ideas I had been having about wanting a chance to go back and really do something for the sharecroppers and tenant farmers around home. I had thought my chance was lost if I couldn't be a doctor, but there he was opening the whole thing up to me all over again.

A decision is made. I walked the streets around the campus most of the night after I heard that speech and I did some of the hardest thinking I ever did in my life. I saw myself teaching the little school at home and working with the children like Miss Agnes did. I was trying to help them to make better lives for themselves instead of growing up to be discouraged and beaten down like their fathers. I saw myself in a bigger school where boys and girls were brought together from several districts. We had equipment and supplies to teach better ways of working the land, growing crops, marketing, and all sorts of things like that. I saw the parents coming in, too, to learn along with their sons and daughters, and to have square dances and to see movies.

Then, when I was getting a bit lightheaded from being so tired and so excited, I saw myself as a county superintendent of schools helping to put Dr. Conboy's ideas into practice in the whole region around. If I hadn't gone home to bed I would probably have become state superintendent of schools or something. But anyway, I was sure now what I wanted to do.

Early the next morning I appeared in Dr. Conboy's office, still groggy from lack of sleep, and told him I was going to elect elementary education as my area of specialization for my Upper Division work at Jefferson. He didn't seem too surprised or even ask me why. Instead, we began to talk over the courses I had taken so far to see how they would fit into the framework the Division of Education recommends. We found that I would need to take courses in sociology and psychology during the next two quarters instead of the two chemistry courses my previous plan called for. Then I would be ready to start my Upper Division work and my professional education courses at the beginning of my junior year. Dr. Conboy explained that some students elected the first professional course while they were still sophomores and, while there was no guarantee they would be allowed to enter the division as majors the next year, they did have a chance to plan a little more flexible program during the last two years. He said that most of those who did this had been planning to be teachers since they entered college. As I was only just making up my mind, it seemed better that I wait until my junior year to take my first professional courses and then go right on through the six-quarter sequence.

That was the first conference that I had with Dr. Conboy but by no means the last. I also had interviews with two more members of the division and filled out all the blanks and forms which are required when

you apply to become a major in the Division of Education. After one quarter in the introductory course in sociology, I was sure I wanted to know more in that area so, when Dr. Conboy and I planned my proposed program of study for the Upper Division work, we included three courses in sociology as part of my twenty-seven hours of unrestricted electives. I am looking forward to the courses and the field work that goes with them as one very important way of getting some of the background I need for this job I am preparing to do.

Preparation for teaching begins. Last summer's experience was an important part of my preparation, too. Dr. Conboy thought I might profit from spending some time in a different part of the country, since all my life up to now has been in the South. He suggested that I apply for a job in a camp for children up North somewhere and get some experience living with youngsters of a very different background from those I have known. At the same time I could see some of the country. At first, I wasn't sure I wanted to spend a summer in the North but the more I thought about it the better the idea seemed. I knew I had to get away from home because my family were so upset by my change in plans. It was going to take a while for them to get used to the idea and I would be a whole lot happier if I were away while they were doing it.

So I spent ten weeks at a lake in Maine working with a lot of wealthy New York City kids whose parents couldn't bear to have them around. I had never realized what problems are caused by too much money and parental indifference. I surely needed every trick I had ever learned in dealing with my own nieces and nephews and then some.

But the summer wasn't all headaches. I met a lot of grand people and made some good friends. I learned that the two sections of our country aren't nearly so far apart as people sometimes think. Some of the fellows who are going to college in the North think a lot the way we do about things and they were so good-natured I didn't even mind their kidding me about my Southern accent.

NOTE: The assignment which was made in class said that we should write our autobiographies at the beginning of our professional diaries. We were told to include items about our early life, family, education, reasons for wanting to become a teacher, and our ambitions for the future. I think I have included all of those things but not in very good order. In fact, I just started in writing and rambled on without much of any plan at all. However, we were told to write in our own way and

to express things as we see them, so I am not going to rewrite the first section. Right now, this is the way things look to me. Sometime maybe I will add a more polished and a better organized autobiography—when I am a little more polished and better organized myself.

THE FIRST YEAR OF PROFESSIONAL PREPARATION

OCTOBER 1. *New classes result in varied impressions.* My three courses this quarter take me all over the campus—from the brand new geology building on Arkwright Drive to the very much dilapidated Birdhaven Building and back across the campus to the Law School for sociology class. It's no wonder the students here at Jefferson are always yelling about how much we need a new building for the College of Arts and Sciences.

My first course is Geography of North America and is a required course for majors in elementary education. I suppose a teacher should know something about geography but so far I haven't been able to discover what use I am likely to make of all this stuff about monadnocks and metamorphic rocks. Maybe there's more point to this than I see now but I suspect that if any applications are made I will have to make them myself. I got the distinct impression this morning that nonmajors, and especially Division of Education people, were not being received with open arms. But maybe I'm all wrong about that.

Dr. Brown's course in Social Problems promises to be all I had hoped. We are already planning to take some trips to the courts and to the alcoholic ward at the hospital and a half-dozen other places.

Introduction to Education is starting off with field trips, too. We are planning to go to the Washington School next week and there will be other trips later. I have an idea this course and Social Problems are going to work together pretty well. I am sure the school visits will help me to understand the problems we discuss in sociology.

OCTOBER 10. *The education class visits Washington School.* Today we spent a couple of hours at the Washington School. Dr. Williams says it is a good but not an especially modern school. Some of the rooms in the old part have screwed-down seats but the new part has all tables and chairs. It seems to me that it would be easier to keep the children in line if you had the old kind of desks. Some of the other rooms looked pretty messy to me.

These youngsters come mostly from homes of the middle or upper class and almost all of them are clean and well dressed. The little ones

are cute but they seem to be hard to keep quiet. There are two first grade rooms and one of them was as calm as you please. The youngsters were all over the place but no one was yelling or excited or anything. And the other one was a perfect bedlam in spite of the fact that all the children were in their seats. It must be something in the way you handle children that makes them behave so differently. As yet, I must admit I don't know what.

OCTOBER 26. *Questions are raised by study of two high schools.* In the past couple of weeks we have visited two of the five-year community high schools here in the city. After the Washington School visit we talked about what we saw and found that we hadn't known much about what to look for. Dr. Williams said Washington was our orientation visit and suggested we really plan for our next visits so we would get what we wanted out of the experience. We decided we would like to see high schools and, if possible, a couple of different ones so we could compare them.

We made a list of factors to be considered: neighborhood, type of building, facilities and equipment, appearance of students, teaching procedures, books used, courses taught, discipline problems and guidance procedures. We divided the list up so that two or three of us were responsible for each item. After we visited the Manor Hills and Colby high schools we made our reports and drew our conclusions.

We found that even in a large city the school facilities vary greatly with the neighborhood. It is a far cry from the dark, crowded old Colby building down on the dark, crowded east end to the beautiful new building with its wide lawns and clean windows out at Manor Hills. There are other differences, too. At Manor Hills the pupils go and come informally in the halls and everything seems natural and easy. At Colby the pupils march to classes and the teachers patrol the halls to keep order because they don't dare to do anything else. There are a lot more discipline cases at Colby. Only one-fifth of the pupils finish high school while four-fifths finish out at Manor Hills.

One thing seemed to be the same in both schools. They both used the same books and taught the same courses. There are more pupils taking language and advanced math at Manor Hills, of course, but there doesn't seem to be any difference in course content between the school where most of the graduates go to college and the one where almost none of them do. Mr. Williams told us there are some schools

where adaptation is made to the needs of the children and suggested we might do some reading about such programs.

I was one of the group that spent a little time walking around the neighborhood at Colby to see the homes of the students. Mr. Thompson, the guidance director, went with us and pointed out houses where whole families were living in one room. There are a couple of streets where the Negroes have moved into what used to be white territory and there are interracial riots almost every night. Talk about your social problems! If an educator doesn't need to know something about them, I don't know who does.

DECEMBER 2. *A school for mountain youth suggests more problems.* Yesterday, Dr. Conboy was invited to go to Milan to meet with the education staff at the Bartlett School and he asked three of us to go along to see the school and sit in on the discussions. It is an astonishing place. It's hard to think of a log cabin Sunday School for mountain children growing in one lifetime to a college preparatory school with three campuses, beautiful buildings, and a thousand students. I suspect Dr. Conboy has heard some of us griping about our geography course because he talked a long time on the way over about the connection between geographic conditions of an area and the socioeconomic development. He pointed out how the mountains had shut in the settlers and kept them from having contact with the outside world until they had become poor and ignorant and everyone thought they weren't able to learn.

That certainly wasn't true of the students at the Bartlett School. I never saw a keener bunch of fellows than the ones in the class we attended yesterday afternoon. When I remembered that they had gotten up at five o'clock and had worked at hard manual labor until noon, I had to admire them even more.

The thing that disturbs me about the school is that most of the students do not go back to the mountains after they get their education. Over half of them become teachers but very few go back to their home communities or other communities like them. I wonder if it is the kind of education they get which makes them unwilling to go back. If we are ever to help the mountain people to live better we've got to stop taking their best young people and educating them to work outside. It seems to me that some way must be found to help the people back in the mountains and these young students might be the ones best fitted to do it.

This is a problem of education and sociology and geography all rolled up into one. Maybe it and others like it won't be solved until people with all the different kinds of competencies and skills put their heads together and each makes his contribution to the solution—just as if I were concentrating on looking at one problem from three different angles right now instead of taking three different courses that often don't seem to have much relation to each other. But maybe seeing the relationships is *my* part of the job.

DECEMBER 18. *The end of the quarter brings course evaluation.* Today we had our last class in Introduction to Education and we spent the period evaluating the work of the quarter. I was surprised that we have done so much. Besides the schools I have written about we have visited several other schools, a child guidance clinic, a nursery school, a settlement house and an adult education center. We have done a lot of reading and had some pretty keen class discussions besides.

There are a number of things that we feel we have gotten out of the course.¹ We listed them on the board as follows:

1. It aroused our interest in education and made us want to know more.
2. It gave us a common background for our discussions.
3. It helped us to know what modern education is like.
4. It showed us that not all educational institutions are schools; other organizations perform many educational services.

I think I have become much more realistic about teaching during this quarter. For a while I guess I thought that the teacher could just get on his white horse and ride out and save the world singlehanded. I still think the teacher is important but so are a lot of other people and they've got to work together. Also, it's a longer and tougher job than I imagined. I am glad our folks are inclined to be long-lived. I am going to need a lot of years to do all the things I want to do before I die.

JANUARY 5, 1954. *Laboratory experiences are a part of new courses.* The first week of the new quarter is over and I am well started on three new courses. I am taking State History with Dean Martin and he sure knows his stuff. I have learned more about my home state this week than I knew in all my life before. He wants us to do a study of our local communities to find out how they were started and what fac-

¹ For a description of a similar course, see Harry N. Rivlin, *Teacher Education at Queens College* (Flushing, N. Y.: Queens College, 1950), pp. 5-7.

tors have affected their development. I shouldn't have too much trouble there. My father is a walking history book when it comes to local traditions and stories of early times. All I will have to do is just to get him started talking and write down what he says. Maybe it will make him a little more sympathetic with what I am doing if he finds out that I am interested in that sort of thing.

In sociology this quarter, we are studying community organization. The course calls for a study of all types of communities and an analysis of community needs and ways of meeting those needs. Looks like we are going to learn something, especially if we go out and study some community setups as Dr. Albert says we are going to do.

My third course is Child Development, the first of a two-quarter sequence in which we really begin to study children and what makes them tick. Miss Osgood has quite a schedule planned for us with a lot of time for experiences with children both in school and out.

I just hope I am going to have time for all of this running around. I know it is needed, but it sure takes time. And all the instructors seem to expect a lot of reading and study, too. The fellows at the fraternity house have been reminding me that I am never around for bull sessions anymore. I think I am going to have to give a little more attention to my social life if I am to lead this balanced existence we are always hearing about.

JANUARY 18. *A new assistant starts work at the community center.* Had my interview for my club assignment today and it looks as if I will be working at the Five Points Community Center on Wednesday evenings from now on. The director of the center told me a little about the place. It was set up a couple of years ago by a group of school people, church organizations, and service clubs to help to provide a place for teen-agers to get together for some decent recreation. It was so successful that it has now expanded to include both adults and children down to the age of six years and has quite a program of games and crafts and discussion groups going. They have taken over an abandoned store building and have done wonders to make the place usable. This shows what can be done when a community really gets behind something.

My job will be to work with the ten- to twelve-year-olds for a couple of hours from six-thirty to eight-thirty. They meet in a big room that contains two Ping-pong tables, a number of small tables for games, a battered old piano, and a lot of folding chairs. The usual

Wednesday night group is from thirty to thirty-five boys and girls. The activities are usually planned by the youngsters and may include group games and some active square dancing as well as the individual activities.

For the first few weeks I will assist the present leader and learn the ropes. Then if I feel I can handle it I may work part of the time by myself. For the present, I am going to be perfectly satisfied to remain an assistant.

JANUARY 30. *The second grade does its seatwork.* My first school assignment is in the second grade at Washington where I will spend the nine o'clock hour every Wednesday for the next eight weeks. Miss Osgood felt I needed more contact with young children since my community assignment places me with the older youngsters.

I went up to the school this morning for the first time and spent the whole hour sitting in the back of the room looking at the class. They were doing some sort of seat work and the teacher moved around from desk to desk helping individual children. I would like to have looked to see what they were doing but she didn't suggest that I should so I wasn't sure it would be approved. At the end of the hour when I was leaving, Miss Simpson (that's the teacher's name) looked kind of surprised and said she would be sure to remember that I was coming and have some work ready for me next week. I don't know what kind of work she means but anything will be better than just sitting.

MARCH 7. *Community experiences furnish data for sociology report.* Today I made a report in sociology class on the community center where I am working. I showed how the organizations in the neighborhood made up mostly of industrial workers of various nationalities had been able to cooperate to form a real community center. I tried to relate the work to a number of sociological factors such as the fact that practically all the workers in the district are union members and have probably learned the value of united action from their union activities.

Dr. Albert said that I had raised some interesting questions and went on to talk about the complicated forces at work in a modern urban community. Before he got through I realized how little I really know about such places as Five Points. Right now, I'm not too sure that I'll ever be able to understand the people there.

MARCH 9. *Dr. Albert visits the community center.* The boys and girls at the community center have been learning some of the simpler

square dances so tonight I agreed to teach them one I learned when I was a youngster at home, called "Picking Paw Paws." We were going strong, stamping and singing at the top of our lungs, when I happened to glance up and saw Dr. Conboy and Dr. Albert, my sociology professor, standing in the doorway. You could have knocked me over with a feather! Certainly I never expected to see Dr. Albert in the Five Points Community Center. They motioned for me to go on with my teaching and after I was finished Tom Jones, the regular leader, took over the group while I went to talk to our guests.

Dr. Albert explained that he had mentioned my class report to Dr. Conboy at lunch one day. Dr. Conboy asked Dr. Albert to join him on one of his regular visits to the center to see me in action. I took them around the building and told Dr. Albert as much as I could about what was going on. He wanted to see everything and asked a lot of questions.

Then he asked what the other members of the teacher education classes were doing for their community service assignments and seemed surprised when we told him about the students who were assisting with Scout groups, teaching Sunday School classes, working in the offices of the Child Welfare League, helping in nursery schools and day-care centers and all the rest of it. He even asked Dr. Conboy if he could go out to visit students again sometimes. Dr. Conboy seemed awfully pleased to have him.

Strange, I never thought that Dr. Albert could be so regular or so human. He always seemed formal and distant in class. Anyway, I'm glad he came. I think he really enjoyed seeing the Center.

APRIL 4. *Learning theories are confusing at first.* For the last two weeks in Child Development we have been studying the psychology of learning and how to know when learning has taken place. Today Miss Osgood brought in an eight-year-old youngster and gave him a Binet test while we watched. She said that it wasn't a valid test because of the demonstration situation but it helped us to understand what some of the testing instruments are like. I always thought an I.Q. was about as definite a thing as height or weight but I can see now that even the best measure of intelligence leaves a lot to be desired. This business of learning and capacity and aptitude and maturation has me going around in circles. I guess I have lots of company though because there seem to be about as many theories as to how learning takes place as there are psychologists who have studied the subject. Miss Osgood thinks that

there are some common elements on which we can agree. She'll have to convince me!

APRIL 10. *Active participation in the sixth grade brings satisfaction.* After sitting around correcting papers and copying records for a whole quarter in the second grade, my new assignment in the sixth grade at Carson School is a welcome change. I guess the second grade teacher just didn't know what to do with me—she wasn't one of the cooperating teachers and hadn't had a student in her room before—but I certainly didn't get to know much about seven-year-olds from working with her. Somehow I am not too sure she knows much about them herself. It doesn't seem to me that second grade kids should spend all their time sitting and working in workbooks. But, as Miss Osgood keeps reminding us, I was there only one hour a week and I really don't know much about what went on the rest of the time.

But today in the sixth grade I really got a chance to feel I was of some use. Last week when I was there they were studying about different foods and the various elements of a balanced diet. Some of the pupils wanted to know how you could tell whether a food contained starches or proteins or fats. The teacher said there were tests and she would try to find out what they were. After class she asked me if I knew where she could find the information she needed and I told her what I remembered from my freshman science work. She seemed pleased and I offered to look up some more information and bring it in this week.

When I got to thinking about it, however, it seemed that it would be a whole lot better if I could really show the class how the tests worked. They haven't any equipment at the school but I went to the chemistry lab and told Dr. Jones what I was doing and asked if I could borrow some test tubes and an alcohol lamp. He was swell about it and gave me everything I needed.

So this morning I set up my experiments and we tested a lot of common foods. I had a wonderful time and the children seemed to like it. I got so interested that I forgot the time and was late for my next class. I'll be glad when next year comes and I can concentrate my efforts a little more on one thing at a time.

MAY 17. *Plans for summer experiences are set up.* Today I had my final conference for the year with my adviser, Dr. Conboy, and we completed my plans for the summer. I am going to spend the first half of the summer quarter at the workshop Jefferson has each year for the

teachers of the area. The workshop is primarily for graduate students, almost all of them teachers in service, but those of us who are working in the elementary education curriculum are urged to attend as a way of getting some of the things that would otherwise be lacking in our programs.

There will be about eighteen of us who will work together for the whole morning session every day on our own special problems. We will do a great deal in art and music because these are areas where we can't get too much help at the college and we will try to learn something about audio-visual materials, too. I understand that there will be specialists in all those fields available to help us.

Then in the afternoon we will join the other teachers in using the resources of the workshop to get help on individual or small group problems. Each one of us has already worked out a plan with our adviser so that we will have some pretty definite idea of what we are looking for.

I want to spend some time finding out what provisions schools are making for dealing with children of different socioeconomic backgrounds. I am still bothered by those identical high school programs and my work in sociology this year has made me more than ever conscious of the fact that something needs to be done. I suspect that I will have to do a lot of reading but Dr. Conboy says I may get help from the staff of the workshop and also from other students. Most of them are experienced teachers who have been meeting these problems in their schools and oftentimes doing something about them, too.

The second part of the summer I'm going to work in a car factory here in the city as an assistant carrier, whatever that is. Dr. Conboy and I talked it over and we agreed that I need some experience as a day laborer in order to understand a little more what life is like for the industrial worker.

Yesterday I talked to Mike Pappas down at Five Points. His son, Dino, has been in my group at the community center all year. Mike has arranged for me to be taken on at the plant while some of the fellows have their vacations. I don't know how long it will last, probably not more than a month, but I am to board with Mike's family and really find out how the people in the neighborhood live. Then, maybe, the next time I make a report on Five Points for Dr. Albert he won't be able to comment on my lack of background.

LABORATORY EXPERIENCES DURING THE SUMMER

I arrived back at college today (September 16) and, as I was unpacking, I came across the notebook in which I have been writing this professional diary. It seems a long time since I made the final entry last spring. I intended at the time to keep on writing during the summer but things came so thick and fast there was just no time to stop and write.

Work experience brings new insights. By the time my four weeks' work in the plant was over with, I was wanting to do nothing but lie in the shade and sleep. It took me all the time I was home to get to feeling like a human being again. I don't know which was worse, the heat or the noise or the deadly monotony of doing the same thing all day. The first week was pure hell but after that I didn't ache quite so much and the noises and the heat bothered me less, I think.

I was able to do the job and hold up my end though. Mike said I could have a regular job anytime I wanted it. I guess that gives me more satisfaction than almost anything else I've ever done.

Mike and his family were good to me. Mrs. Pappas worried when I came home at night too tired to eat and tried to tempt me with special dishes. After I got a little more used to things and didn't fall into a dead sleep immediately after supper, I went to union meetings with Mike and to the dances at the community center on Saturday nights. I even attended services in the Greek Orthodox Church and they were quite different from anything I'd ever seen before.

It's a little hard to try to say what I learned from this experience. I think that I gained two insights which at first glance might seem to be directly opposite to one another. For one thing, I became aware of how alike people are essentially even when they seem very different on the surface. Both Mrs. Pappas and my mother are chiefly concerned with taking care of their homes and their families. Mike and my father might not seem to have much in common, and yet Mike is as ambitious for Dino as my father is for me and as disappointed when Dino doesn't meet his expectations.

But also, I learned how important the differences are, and how they can keep people from understanding each other and from being able to work together. For instance, I used to think that factory workers got pretty big wages considering the hours they worked and that they were generally a pretty shiftless lot to live the way they do. But now I

know I wouldn't do the work they do for three times what they get. When I see what it costs them to live, well, I understand why they need the wages they get.

I'm not sure that I have been very clear in my explanation, probably because I need to do a lot more thinking about it. Maybe my classes this year will help me to straighten out my thoughts. I am sure that the books will have more meaning for me after this summer.

Workshop provides practice in curriculum planning. The workshop the first part of the summer was much less strenuous but it lasted from nine to four every day and there was always plenty of night work. Besides, a fellow can't work every minute when there are as many pretty girls around as there were in our group this summer.

We did all the things we had planned to do and a lot more. We went in for art and music in a big way. We used finger paints and tempera and papier-mâché and I don't know what else. We used singing flutes and musical combs and all kinds of rhythm band instruments. We even put on a concert one morning in assembly which gave everyone a lot of laughs. We learned singing games and simple dances which made us feel foolish but which will come in mighty handy in our schools. I wish I had known some of them last year to teach to the group at the community center.

One of the most interesting jobs of the workshop was planning for the new course which will be offered by the Division of Education this quarter. The planning committee was made up of staff members, co-operating teachers from the city schools, first year teachers who are Jefferson graduates, and three of us who have our senior year still ahead of us.

There have previously been three professional courses during the senior year besides student teaching and the seminar which goes with it. They were Methods of Teaching in the Elementary School, Teaching of Reading, and Children's Literature. The three courses might be taken at any time during the year and were usually offered in different quarters. However, since they amounted to a whole quarter's work if put together, it was decided to offer them as one twelve-quarter-hour course that would serve as a preparation for student teaching.

Two things had been done before the committee started work this summer. First, permission had been secured to offer the three courses at successive hours during the same semester and to set up an experimental plan this fall during which the work would be integrated on an

informal basis. Then, if a plan was developed which looked good it could be presented to the faculty for official acceptance as a twelve-quarter-hour course in Elementary Curriculum.

The second thing that had been done was to secure permission to offer an elective course in the Philosophy of Education during the spring quarter which would be a sort of finishing-off of our professional work after student teaching and would fit into the schedules of those of us who took the extra work in the workshop this summer.

It was a unique experience for me to sit down with professors and teachers and other students and to try to plan for the kind of course activities needed to make us good elementary school teachers. We were shown a list of the areas in which competencies should be obtained, and tried to figure out which ones we needed to work on most.

There were some competencies which the cooperating teachers said could best be taken care of during student teaching and a few which the graduates said would not really be developed until we were out on our own. The thing which kept hitting us all the time was the need for a lot more time to work before any of us would be ready to go out and do the kind of teaching job the list of competencies suggested. But we did feel that the integrated course was going to be a big help.

So, as I look ahead to this year, I find myself anticipating it more than any other period of my life up to now. The work that we planned for the first quarter sounds good (it ought to, since I helped plan it!). Then, too, student teaching will be coming along and I will have a chance to know for sure if this is really the thing I want to spend the rest of my life doing.

PROFESSIONAL PREPARATION IN THE SENIOR YEAR

SEPTEMBER 28. *The class prepares for work in the schools.* Last week was the first of our new quarter. It seemed wonderful to go right on working all morning without having to stop and run across the campus to start something else. Not that we sat still all the time, far from it. We called the first week our orientation period and we spent most of our time planning for the next two weeks when we will work full time in the schools. We hope that by going into the schools this early with some pretty definite plans in mind we will gain some experience which will help to give meaning to our reading and discussions later on.

Several teachers and principals from the schools where we will be

working for the next two weeks met with us one morning. We talked about some of the things they would like us to do, like reporting to the office when we first arrive, attending assemblies and staff meetings, etc. We asked them a lot of questions about things like where we would eat lunch and whether we would be allowed in the teachers' rooms and things like that. Of course, we have been in the schools a lot but we have not spent the full day there so the situation seems rather new and different.

We also spent some time with Mr. Thomas from the Division of Librarianship, who would be teaching one of our three courses if they were organized differently. He plans to be with us about two mornings a week this quarter. He will help us to find materials for our work and will conduct discussions on the use of materials every now and then. This is Mr. Thomas' first experience in working in a co-operative course but he thinks that he will be able to get more done than if he had us for just an hour every day. He took the group to see the library at the new Jackson Heights School yesterday and suggested a number of things that we should look for in regard to library facilities in the schools where we will be next week.

I am glad we will be having Miss Osgood to work with us during this course. She and Miss Ramsdell plan to switch courses each quarter so that each one can follow through the child development and the methods courses with about the same group of students. It ought to be very helpful to have someone who knows us going on with us through our professional work. Miss Osgood says that Miss Ramsdell has done a lot of work on social studies in the elementary school so she will come in and help out when we need her in that area. Dr. Conboy and some of the others will be available as resource persons when we need them, too.

Miss Osgood has specialized in teaching reading. She talked to us about some of the things to look for in the reading program we will see in operation in the schools. I hope it is better than the one I saw in the second grade last year.

We set up some general purposes for our two weeks' participation as a guide for our thinking while we are there and as a basis for the discussion that we will have later. These are our purposes as we see them:

1. To observe the ways in which teachers make provision for the individual needs of students.

2. To become familiar with the language arts program as it operates in the grade and the use that is made of the library.
3. To gain as much information as possible concerning the over-all organization of the school, the routine responsibilities, and the extraclass duties of the teachers.

OCTOBER 1. *A day in the third grade is exhausting.* At the end of my first full day in a classroom that also contained thirty-eight third grade youngsters, I am wondering how their teacher manages to survive. One day has been almost more than I could stand. I knew, of course, that eight-year-olds were developing their big muscles and needed a lot of exercise but the constant movement in that room today nearly drove me crazy. Miss Davis, their teacher, says that you get used to it or else you don't teach third grade. I doubt if I could ever do either.

OCTOBER 12. *Two weeks in the school provides many experiences.* After two weeks of work in the third grade, I am still alive. By the end of the first week I was able to come home at night without feeling completely fagged out and tonight I really hated to leave the children. Of course, I will be going back to the school one morning a week for the rest of the quarter as a part of our course so it's not as if I were leaving for good.

I really got so I could work with the third graders, too. I taught them a couple of games we played at the camp up in Maine. I took a small group to the library two or three times and helped them find the books they wanted to read. That was very good for observing library usage and children's preferences. I studied cumulative records and wrote up a few things for Miss Davis to add to her file of anecdotal records. I spent a half-day in the office watching the principal at work and looking over all the forms and attendance reports that have to be filled out. I corrected some papers, put work on the board, and even told a story to the whole group about the things we did when I was a boy on the farm. Of course, they assumed that must have been at least a hundred years ago and made me feel as old as I must look to them.

Now I am anxious to get back to class and see what the others have to say. We have reserved time Monday for comparing experiences. If everyone has as much to say as I do, we'll need the whole day.

NOVEMBER 8. *Workshop techniques promote purposeful learning.* Dr. Dobbins brought some visitors in to spend the morning with us and they went away talking about our "workshop." We haven't called

it that but there is no doubt that work is going on. We have taken over Room 201 on the second floor of the Birdhaven Building and moved in tables and chairs. Then we got Dr. Dobbins to loan us all the professional books that belong to the summer school workshop and put them on bookshelves around the walls. We have a nice start on a collection of elementary school textbooks which Mr. Thomas had at the library. He said he thought they would be used more here so he gave them to us on a sort of permanent loan.

Our work the last couple of weeks has been divided pretty equally between lectures and discussions centered around the language arts area and small group work on problems that have grown out of our work in the schools or are related to some topic that we want to know more about. For instance, I have been working with a small group on games for primary youngsters because my gang are broken-hearted if I don't have a new game for them every Tuesday morning when I go to school. But I have also been working with a group that is making a special study of intelligence and achievement tests for the elementary school. We are trying to find out if there is anything in Allison Davis' charge that most of our present tests are full of cultural determinants. Next week, Miss Ramsdell is coming in to work with us on the social studies program for the elementary grades. I will be glad to hear what she has to say. I have been wondering about all this stuff on Indians our third graders have been doing. Somehow, I can't seem to see what it is doing for them except that they get a chance to work off steam when they do a war dance complete with numerous war whoops.

NOVEMBER 20. *A student teaching assignment is made.* I am going to do my student teaching in the seventh grade at the Faircrest School. It's a small school with only seven teachers. Most of the children come from middle class homes, with a good sprinkling of farm youngsters who are brought in by bus. Although it is right on the outskirts of the city, the whole community is much more like our small towns than the city.

I had a conference with Dr. Conboy this morning and we went back over my record and all of the experiences that I have had. We talked about my work at the community center last year and I began to think that maybe he was going to send me back to Five Points. He asked me what age level I would prefer to teach. I explained that I still felt a lot more at home with the older children and thought that I would like to do my full-time teaching in a grade no lower than the fifth. Then

he said I had done a pretty good job of trying to broaden my experience and asked me if I would like to teach seventh grade at Faircrest. I would—definitely!

I have been out at Faircrest several times and have liked everything I have seen. Mrs. Clark, who will be the cooperating teacher with whom I will work, is also the principal of the building. I met her last year when Dr. Conboy took a group of us to watch the children elect the president of their student body. We heard the campaign speeches and watched the pupils mark their ballots and solemnly put them in the ballot box. Mrs. Clark introduced us to the candidates and gave us a copy of the school constitution which the pupils had written.

Dr. Conboy told me that Mrs. Clark has her master's degree from Jefferson and is certified by the state as a cooperating teacher. She is the president of the local branch of the Association for Student Teaching which grew up out of the Cooperating Teacher Club formed by the first workshop group back in 1953. I looked over her personal data sheet which is on file in the office and found that we have both worked as counselors at summer camps and that we both like to ride horseback. That should be something in common to start out with anyway.

I am going to want to get out to the school just as soon as I can. I am sure there are a lot of things I will need to brush up on before I start teaching. I asked Dr. Conboy if it would be all right to call Mrs. Clark for an appointment. He said he had talked to her about me a few days before and that she already had my personal data sheet and was waiting to see if I was interested in coming to Faircrest. I assured Dr. Conboy that there wasn't the slightest question in my mind but he said we had better consider the assignment tentative until Mrs. Clark and I had a chance to have a conference.

I called Mrs. Clark tonight and she suggested that I come out Tuesday after lunch so I could see the group. After school we could talk about my assignment. It looks like things are really breaking for Robert Tarlton.

NOVEMBER 27. *Plans are made with the cooperating teacher.* Mrs. Clark is a good cook as well as an excellent teacher. She invited me to have supper with her and her husband tonight after we had finished our conference at the school. I didn't think I ought to go, but she insisted and said her husband always wanted to meet her student teachers. So after that there wasn't much I could say.

I am going to spend Tuesday afternoons at the school from now on

as a sort of preparation for my student teaching. Mrs. Clark hasn't a student this quarter and her boys need someone to help them during gym periods. They are wanting to learn to play basketball. I said I would try to help them but I think that I had better get some pointers from Coach Hulme. I played basketball some during my freshman and sophomore years when I was taking physical education. However, I think I had better practice up a bit if I want to keep ahead of those seventh graders.

DECEMBER 13. *Participation at Faircrest precedes student teaching.* Spent my last morning with my third graders today and then hurried out to the Faircrest School to help with the Christmas entertainment. I was sorry to leave the little kids but I am already so much involved in my work at Faircrest that I won't have much time to think about missing them.

I have been going out two or three afternoons a week lately to help with the Christmas program. It was a big affair and the whole community came. I was stage manager and electrician. My crew of seventh grade boys were as efficient as any professional group you ever saw. The whole thing went off without a hitch and everyone was happy.

These last days have been pretty hectic. I have been finishing up my course work, reviewing seventh grade arithmetic, and working both in the third grade and out at Faircrest. It is going to seem good to get home, eat my mother's cooking, lie in bed in the morning, and have time for parties and dates. Sometimes I think that this teaching business is too strenuous for anything but a perpetual motion machine—and maybe even for that!

STUDENT TEACHING IN THE WINTER QUARTER

JANUARY 3, 1955. *Full-time work at Faircrest School begins.* This was officially my first day of student teaching but the only difference between it and the two weeks before Christmas seems to be that now I am at the school full time.

I began working this afternoon with a group who are preparing a report on New York City. They knew I spent a few days in New York on my way home from Maine a couple of years ago so they asked me to help them with their report. When I was home for vacation I got together the pictures and booklets I had collected and was ready to be of some help today.

After school tonight the boys and I practiced for the basketball game

we are having next week with the seventh grade from the Calvin School. It will be our first real game and we are all pretty excited about it. Jim Thorne, another Jefferson student teacher, has been working with the Calvin team so I am especially anxious that we make a good showing.

JANUARY 10. *The seminar group plans its activities.* We had our first seminar meeting this afternoon. It was mostly an organization and pooling session. Everyone had to tell about his school and what he was doing. Both Dr. Conboy and Miss Osgood were there and at times it took both of them to keep six people from trying to talk at once. We decided that we are going to keep this Thursday afternoon meeting pretty flexible and use it for discussing the things that seem most important as we go along. Some of our cooperating teachers will be meeting with us from time to time and they may be able to help, too. We also plan to keep a brief record of each meeting which will be duplicated and included in a newsletter to the cooperating teachers so they will know what we are doing. Dr. Conboy says that in times past the teachers have sometimes thought we were using this time to rake them over the coals. Of course, it is different since they have been attending the seminar but the newsletter still helps to keep the two parts of our program closer together.

JANUARY 12. *Cooperative planning acquires meaning through experiences.* Tonight Mrs. Clark and I were talking about the work of the day and she asked me how the New York City group were getting along. They have a lot of material but they don't know how to present it to the class. I tried to make some suggestions but they didn't seem to like them.

We talked about it for awhile and made some plans about how I might help the group to come to a decision. Up until now I have been pretty much of a yes man in these planning sessions because I didn't feel that I knew enough about things to make suggestions. But tonight we were talking about *my* group and I had quite a few ideas about what would work and what wouldn't.

After we had talked for a while, Mrs. Clark said, "What we are really saying is that you will plan with your group just as you and I are planning together now. Because we have both been able to contribute some ideas, we have worked out a plan which is better than either one of us could have done alone. Your group knows their classmates and what they are likely to find interesting. For that reason, they may

reject some of your suggestions but, by working together, you will be able to come up with the best possible kind of a class presentation."

Of course, I know now that I was trying to impose my ideas on the group instead of planning with them! And I did it in spite of all the reading and talking I have done about cooperative planning! I am beginning to wonder if you *ever* really know a thing until you have a chance to practice it.

JANUARY 14. *Students are accepted as faculty members.* I attended the faculty meeting at the Faircrest School tonight. I had already met all of the group but Mrs. Clark welcomed the "new members of the faculty," meaning the three of us who are doing our student teaching in the building. She said that the group were glad to have us and that they wanted us to feel free to participate in the staff meetings just like the regular teachers because we were working with the same children and would have ideas about helping them, too. I am not sure I will have too much of value to contribute but it was good to be asked.

The faculty were making plans for evaluation. I was amazed at the way the teachers were able to disagree with each other. No one seemed to get angry although the discussion got pretty hot at times. I noticed that Mrs. Clark was treated just like any other member of the group even though she is the principal.

The faculty are having a party at Mrs. Clark's next week and bringing their families. The other student teachers and I are invited, too. I really feel that I belong to this group already.

JANUARY 26. *Cooperative teaching develops naturally.* Mrs. Clark and I have been working together more and more on all parts of the day's program. It all came about so naturally that I hadn't thought much about it. Today, however, someone was discussing cooperative teaching in seminar and I realized that that is what we have been doing for some time. Just another example of how experience gives meaning to concepts that are only words otherwise.

FEBRUARY 2. *A parent visits the school.* I was at the board tonight writing out some new terms we expect to use in tomorrow's science class when I heard Mrs. Clark greet someone and ask her to come in. It was Mrs. Harris, Carol's mother. She had come to see how Carol was making out in her math, which she had flunked the first half of the year. Mrs. Clark introduced me and asked if I would join them for a few minutes. I had been giving Carol extra help and could tell her mother about her progress.

We had a good talk and I was able to show from my records that Carol was really beginning to understand some of the number concepts which are used in percentage. Mrs. Harris seemed grateful for the help we were giving her daughter and said it was very fortunate we were able to have two teachers in the grade to help the children.

After Mrs. Harris had gone, I asked Mrs. Clark if all the parents were as convinced that student teachers were a good thing for the school and she said a great many of them were. Then she smiled a little and said I musn't think that sort of attitude just happened. It had been carefully built up over a period of years by the school's attitude toward the students who worked there.

From what I have seen, there is a pretty good feeling between parents and teachers in this school, anyway. I am hoping to have more contacts with parents soon.

FEBRUARY 16. *Problem solving techniques must be learned.* Was I ever glad today that Mrs. Clark and I have been doing cooperative teaching! She came to my rescue when I was in a tight place and the pupils who are used to our working together thought nothing of it. It was like this:

We were planning, the pupils and I, for a radio newscast of current events. We were listing on the board topics to be considered when Kenny Sims came out in a very ugly tone with a remark about the trolley strike. He left no room for any doubt about his feeling in the matter. Other pupils, whose fathers were out on strike, began to answer him angrily. I listed the strike as one of the topics on the board and tried to go on to the next item but the class was not willing to drop the matter there. Ugly mutterings began to come from all parts of the room. No one seemed to be paying any attention to me and for a minute I was really scared. Was this what it was like to "lose control" of a class?

Then Mrs. Clark spoke from the back of the room. Her voice was pitched low but it carried clearly over the noise in the room. "The trolley strike," she said, "is something about which people feel very differently. Even the newspapers which carry the accounts of the strike are likely to tell the story in such a way that either the power company or the union seems to be more in the wrong. A good many people, too, look at the whole matter from the point of view of the users of the trolleys and they aren't inclined to sympathize with anyone who keeps them from having a means of getting where they want to go.

"I wonder if this isn't something we should look at pretty carefully before we try to include it in our newscast? Perhaps you and Mr. Tarlton would like to use the social studies period tomorrow to discuss the whole problem. Then you could go on with your newscast now and leave the trolley strike until you are sure that you don't have a one-sided viewpoint."

The class was mine again. They accepted the proposal quickly and we finished our work without incident.

Tonight, Mrs. Clark and I talked the matter over. She helped me to think through some principles which will guide me tomorrow when we start our discussion of the strike. First, we must try as far as possible to discuss the issues in terms of facts rather than of emotionally colored opinion. All sides must understand that they will have a fair chance to present their points of view. We must consider the source of all information and try to evaluate it in relation to the probable bias it contains. And then, we must be careful to get just as much information as possible about an issue before making up our minds about it on the basis of the facts presented.

This is a good chance to try to help the group to think through a situation and to develop their ability to do what we call critical thinking. I don't expect we will all come out with the same opinion about the trolley strike but I do hope we will come to some conclusions about the factors which must be considered if valid opinions are to be formed.

Mrs. Clark says the hard part of this kind of teaching is carrying it through to the place where action results. She believes that getting depth in a discussion of a problem means coming out with some convictions which are so deep inside the individual that he will consistently act upon them.

In this case, I expect the class will discover tomorrow that they need some more information concerning the trolley strike and will make plans for going out and getting the information they need. Then we will probably evaluate it and see what conclusions we can draw concerning the strike.

But the full value of the experience will come only as members of the group meet new problem situations and respond to them by a careful consideration of all sides of the question rather than by an emotionalized expression of bias—in other words, as they generalize from experience and act upon it.

I'm not sure I fully understand what I have been saying here. I have

tried to write down the things Mrs. Clark said so I can refer to them again. I have a feeling I'm on the verge of something pretty basic to my teaching but I need to think about it more.

FEBRUARY 20. *Teaching is more than telling.* As an outgrowth of our work on the trolley strike, the class became interested in knowing more about our city government and how it works. I collected a lot of material from various city reports and library research and have been spending the last few days telling the class what I have been able to find out. It had to be mostly lecture because the sources of the material either couldn't be taken out of the library or were too difficult for the children to read. I was not too well satisfied with the results of my efforts. I worked hours getting the stuff ready and then the group didn't seem interested. So yesterday I gave a test to find out just what the pupils were learning.

Apparently, they weren't learning much. The papers were terrible. Very few people remembered even half of what I had told them. I couldn't understand the results because I had been over and over the material in class.

When I showed the papers to Mrs. Clark she didn't seem too surprised. In fact, I had an uncomfortable feeling that she might have expected just this result. As we went over the test together she pointed out that it was made up of items which required the memorization of a large number of specific facts. I contended that it is impossible to understand anything unless you know something about it and that these facts were necessary for an understanding of the city government.

She agreed but then went on to remind me that I recognized the value of the facts because I was able to see their relation to an understanding of the whole picture. Then, using her running notes of the last few classes, she was able to show me that I hadn't made that relationship very clear to the class. The whole thing lacked meaning for them because they didn't have the necessary background of experience to understand my charts and diagrams and lists of duties of various officers. The interest they had expressed had been rather vague and undefined; they had wondered "what goes on at City Hall." I had proceeded to tell them in far more detail and at greater length than they felt any need to know.

Before we finished our conference I had decided on two things. First, if knowledge is important, then it must be important for something;

that is, the pupils must have the purpose and the experience which will make the knowledge meaningful to them.

My second conclusion had to do with testing. I am still not very clear about how to test the sort of learning we are trying to help these youngsters to acquire. Certainly, it doesn't help to have them memorize a set of facts for a test and forget everything they have learned very soon afterwards the way I have done so often. Somehow, I need to learn to make the sort of tests which will get at something besides memory for facts. I remember that we did some work on testing last year but I need more help now. I think I will suggest it as a subject for discussion in seminar.

FEBRUARY 26. *The seventh grade visits City Hall.* Rather than drop the study of our city government entirely, Mrs. Clark and I decided it might be a good idea to take the class on a trip to City Hall. We could then capitalize on any interest that grew out of the experience. When we suggested the trip to the class, we found that only a few had ever been inside City Hall and that no one had ever attended a meeting of the Common Council. The class members were very enthusiastic about the idea and we set about making plans. I had thought it would be simple to take a group of students on a trip but as we worked I was aghast at the number of details to be considered.

First we set up purposes with the pupils. The following were decided upon:

1. To learn the location of the various departments by which our city operates.
2. To see how our elected officials pass the laws and ordinances by which we are governed.
3. To conduct ourselves properly so we can learn as much as possible without disrupting or delaying the work of those with whom we come in contact.

The first job was to make the necessary contacts and plan the itinerary. With the help of four students I made the arrangements for the transportation. This involved chartering a bus, figuring the cost per pupil and collecting the money from the members of the group.

I called the alderman of our ward to ask permission to attend a meeting of the Common Council. He was very cooperative and offered to meet the class in another room after the meeting to explain in detail just what went on. He suggested that we come on Monday afternoon.

With another small committee of pupils I contacted the various de-

partments at City Hall and secured permission to visit them. We went to make these contacts in person as we wanted to be familiar with the location of the council chamber and the floors we would tour. I also needed to gain some idea of how much time the trip would require.

When the committee presented its report to the class, the itinerary was decided upon and written on the board. The pupils copied the information in order to discuss it with their parents.

Since there were thirty pupils in the class it was decided that we should divide into two groups. I took one group on a tour of those parts of the Bureau of Education with which they might have future contacts—health, radio, attendance, library, etc. Responsibility for reporting their findings to the rest of the class was divided among the group. Mrs. Clark organized the others in a similar manner for visiting the mayor's office and other departments. We agreed to meet at two o'clock outside the council chamber.

Before boarding the bus each pupil was given a mimeographed sheet which included our itinerary, all necessary explanations and directions, and the names of those people we expected to see or meet. I was amazed that such a large group moved with such order and ease. Everything went off according to plan.

It was well that our alderman met us after the council meeting because many of the pupils thought the meeting very disorganized. He explained that most of the business had already been studied carefully by various committees and the action taken by the council was merely a formality. He also discussed the duties of the council members and their relationship to the mayor, who did not appear at the meeting. The pupils asked a lot of good questions and made a very favorable impression, I think.

They have been asking questions ever since. I have found that my fund of facts, which were so meaningless when I tried to present them a few days ago, will not begin to satisfy all the inquiries that are now being made. I have spent most of my evenings looking up new sources from which various groups of pupils can get the information they need.

I have discovered that there is a great deal of information in this area which I ought to know for my own background. Maybe I should take a course in local government next quarter.

MARCH 1. *Action suggestions are made at a three way conference.* With only two weeks of student teaching left, Mrs. Clark, Miss Osgood and I sat down together tonight to check on my progress to date and

to see what sort of experiences I particularly needed to have during these last few days. This is nothing new for we have been getting together almost every time Miss Osgood came for a supervisory visit but tonight we did it a little more systematically and came up with some pretty definite suggestions for action.

For one thing, we feel that I should visit other classes to observe children younger and older than those with whom I have been working. I can profit more by seeing others now that I know one age group fairly well.

We have already planned for me to attend a P.T.A. meeting next week and I am working on an assembly program for March 9 which will give me two new types of experience. I wish that I could have attended more community meetings but there just doesn't seem to be time to do all of the things that should be done.

There are a number of points I need to work on in my own teaching, too. I am inclined to want to push things too fast and not give the class time to really understand what we are doing. I still have a tendency to talk too much. When there is a lot to do I seem to feel I will accomplish more if I just *tell* people the answers though I really am convinced by now that people don't learn that way.

These evaluation conferences have been good for me and I am trying to apply the same sort of techniques in my conferences with my own pupils as we evaluate the work of our unit. It's a lot different to sit down and talk with a pupil about what he has learned than it is to merely give him a grade. I am not sure I do it very well yet but I am learning. I have been trying to apply the principles of evaluation that we worked out in seminar a couple of weeks ago. We haven't polished up our statement of them yet but the ideas are here:

1. Evaluation should be cooperative.
2. Evaluation should be based on growth but may be in reference to certain minimum standards.
3. Evaluation should be based on several different types of evidence.
4. Evaluation should deal with the total progress of the individual.
5. The techniques and goals of evaluation should be understood and accepted by all concerned.
6. Evaluation should be continuous.
7. Evaluation should stimulate cooperation rather than competition.
8. Evaluation should be based on adequate records.
9. Evaluation should be as objective as possible.

10. Evaluation should stimulate self-improvement of pupil and teacher.

MARCH 12. *Evaluation is a cooperative affair.* Mrs. Clark and I had our final conference this afternoon and completed my rating sheet, which is to be sent to the college. Of course, we have discussed the items on it before and have talked them over with Miss Osgood. To-day we checked through, confirmed our previous judgments, and made some changes. We also made our final decision on my grade for the course. It seems rather silly to try to sum up all I have learned and accomplished this quarter in a single letter grade, but grades are a university requirement, so it was necessary to do the best we could.

We used the rating scale and the descriptions of behavior that go with it and plotted a profile of my achievement. The over-all picture seems to indicate that I will get a *B*-plus on my record. This evaluation has certainly been a cooperative affair. I had a lot to do with deciding my grade and I know my own self-evaluation has been considered important all along. In fact, one of the things Mrs. Clark mentioned to-day was my increasing ability to find my weak spots and to decide what to do about them.

I get a queer feeling when I think about leaving this group of youngsters that I have come to know and like so well. However, I will continue to coach their basketball team and there are a couple of science field trips I want to go on. I won't be with them as much, of course, but we will keep in touch during the next quarter.

FINAL EXPERIENCES AND FUTURE PLANS

MARCH 14. *Student teaching reveals further needs.* I met with Dr. Conboy today and asked him if I could change the two elective courses which I had put on my tentative schedule for the quarter. I had planned to take advanced sociology courses but I think there are other things I need more. I found out during my teaching that I know very little about state and local government. Since that is an area often taught in the upper grades, I think I should get some more background.

Also, I would like to take Dr. Davis' introductory course in music. I have always liked music but know very little about it. This seems a good chance to learn something which will be good for me personally as well as to enrich my teaching to some degree.

Dr. Conboy was most sympathetic with my ideas and signed the new schedule without any question. Then he asked me if there were any

shortage areas in my professional preparation of which I had become especially conscious. I told him there were a great many things I needed to know more about and said I had a list of problems which I wanted to work on next quarter either in the class or by myself.

Then I told him how I wished there might be more time when we could work under supervision so that we could continue to improve rather than just settle down to repeat our mistakes year after year as so many teachers do. I had hoped to go on for my master's degree right away but I didn't feel like asking my father to support me for another year. Anyway, what I needed now was a chance to try things out for myself. More than anything else, I needed help in improving my ability to teach children. More theory courses could be meaningful only in terms of added experience.

Dr. Conboy kept leading me on to talk and I had a queer feeling he would have liked to say something he didn't. However, when I left he did say I had given him something to think about and that maybe we could talk again later. I wonder if he has some sort of an idea about what could be done about people like me? I'm sure I don't.

APRIL 4. *Theory and practice belong together.* Dr. Conboy is teaching our course in Philosophy of Education and we surely have some hot discussions at times. We are trying to find out what we really believe about things by determining what we would do in terms of actual situations. We know each other so well that we are able to push each other's thinking pretty hard without anyone getting mad about it. One of our favorite tricks when anyone makes a general statement is to ask him to give an example. It is surprising how often it is impossible to come up with a good example of something that you have believed for a long time.

For instance, the other day we were talking about lay participation and one of the fellows made the comment that lots of schools have parents help in planning the curriculum. Someone asked him to name three and he floundered around and wasn't even able to name one. He did a lot of talking about other kinds of participation which only served to point up the fact that schools do have parents do quite a lot of things but that we don't know of any which actually ask them to help with the curriculum planning. I started to say there are none which ask them to help with the curriculum planning but I guess I had better be careful of my own general statements because there may be some for all I know. Anyway, I bet if there has been anything written which describes

actual cases, Ben will find it. He is determined that he will have an answer for us at our next class meeting—even if it is only *one* example.

This sort of thing can be carried to extremes, I know, but it is good for us to be caught up every now and then and forced to prove our statements. It is also good to try to see the relationship between what you say you believe and what you do. I found a little quotation in a magazine the other day which gave me a lot to think about along that line. I am not sure exactly how it was worded but the idea was something like this: *To practice what one preaches is comparatively easy. Most people would find it more difficult to preach what they practice.* Someday I'm going to take a week off and really explore all the implications of that statement. They seem endless.

APRIL 14. *The Division of Education plans an internship.* A couple of days ago, I got a note from Dr. Dobbins asking me to come to his office this afternoon at three o'clock. When I got there today I found Dean Swann of the graduate school, Dr. Conboy, and four students besides myself. We were wondering what it was all about when Dr. Dobbins began to talk. He told us that for some time Jefferson had seen the need of a new kind of graduate program which would combine theory and practice. Now the faculty were ready to make a proposal to the five of us students which they would like to have us consider carefully.

They were offering us the opportunity to undertake a two-year program of study and work—what they called an internship. The plan would work something like this. There are in the schools of the city a number of teachers who are entitled to a half-year's leave of absence at full pay but who need a full year to get their master's degrees and to be certified as cooperating teachers. The city is reluctant to grant them a full year's leave because there are almost no qualified substitutes and also, many of the teachers are not financially able to take time off without pay.

So Jefferson has proposed to the city that a cooperative arrangement be worked out whereby the teacher will be granted a year's leave to study at Jefferson and an intern will be put into the position. As a part of his work in supervision at the university, the regular teacher will spend at least one and a half days a week at the school, helping the intern and giving him some free time to attend a seminar on the campus.

The intern and the regular teacher will each receive half of what the teacher's salary would normally be for the year. Because the teachers

who are being considered for the program have been in the system for some years and have accumulated increments, the students will have about three-fourths of a beginning teacher's salary. During the first year of the internship, the student will take only a seminar course planned especially for his group and one other course which he feels best meets his needs. During the summer quarter and the second year he will be expected to meet the other requirements for a degree. The two-year internship in two different schools will count for from one-third to one-half of the required number of credits, depending on the nature of the teaching assignment and the individual program worked out by the student and his adviser and approved by the Graduate School.

Dr. Dobbins explained that a good many details remain to be worked out; such as the amount and kind of supervision from the cooperating teacher and from the college staff, the exact amount of time to be spent in teaching, and various other things. However, he said that it was the desire of the Division of Education to find out if we were interested in the possibilities of an internship before making definite arrangements with the city and securing final approval from the Graduate School.

There was a lot more discussion and a good many questions were asked and answered. Three of us were definitely interested in going into the program while the other two wanted to think about it a little before making a decision.

To me it sounded so much like a dream come true that I was still in a daze when I left. Maybe that was why I was slow in going and overheard a bit of conversation between Dr. Dobbins and Dr. Conboy which obviously wasn't intended for me.

"Well, John," said Dr. Dobbins, "it looks as if the Dean is going to support your *new* idea."

Dr. Conboy laughed. "New idea, nonsense. 'We've all been working for this for five years and you know it. But keep your fingers crossed. I won't believe it's real until the final approval has been granted.'"

So now all we can do is wait, I guess. I catch myself thinking about all sorts of intriguing possibilities for the next two years. I hope we will know for sure before too long. I ought to be looking for a job if this internship idea doesn't go through.

APRIL 30. *The internship plans are approved.* The Graduate School faculty have approved the internship plan for a master's degree

on an experimental basis for two years. I am going back to the Faircrest School and teach the sixth grade as an intern while Miss Nagel comes to Jefferson to work for certification as a cooperating teacher. I will not only have her help but I will be in the building with Mrs. Clark with whom I worked this year and whom I like and admire so much. At the end of two years, if everything works out, I will have two years' teaching experience, and my master's degree.

MAY 20. *The program is evaluated in terms of Standard VI.* About three weeks ago Dr. Dobbins told our Philosophy of Education class that next fall the Division of Education at Jefferson is to be visited by an accrediting committee from the American Association of Colleges for Teacher Education. He explained that the Association has set up a series of standards and that each institution which is accredited by the AACTE has its program evaluated periodically in terms of those standards. The standards formerly included all parts of the college program but the present policy of the Association is to leave

LIST OF LABORATORY EXPERIENCES BY COURSES
JEFFERSON UNIVERSITY DIVISION OF EDUCATION
1958

COURSE	LABORATORY EXPERIENCES
Introduction to Education	Visits to different types of schools and other educational agencies: nursery schools, day-care centers, adult education classes, etc. Ten or more trips each quarter.
Child Development I and II	One hour a week of observation and participation in a classroom for two quarters. Two or three hours a week of participation in community agencies for two quarters. Some group observations of children in and out of school.
School Problems Laboratory	Large and small group work with other students and with experienced teachers on curriculum problems.
Teaching in the Elementary School (El. School Methods, Tch. of Reading, Children's Lit.)	Two weeks' full-time participation in school situation. Three hours a week of participation in same classroom for remainder of quarter. Frequent demonstration lessons in various areas and at different grade levels.
Student Teaching	Twelve weeks' full-time teaching including participation in all of the activities of the teacher in the school and the community.
Philosophy of Education	Individualized program of direct experiences which may include continuing work in student teaching situation, community service work, etc.
Internship	Two-year program of responsible teaching with supervision.

the general aspects of the program to the regional associations, like our Southern Association of Colleges and Secondary Schools, and to evaluate professional education only.

Dr. Dobbins went on to explain that the Association spent over ten years in revising its standards and setting up new criteria on a qualitative basis. These standards are generally considered to represent an ideal situation and institutions are expected to be working toward them rather than meeting them in every detail. The committee will be more interested in evidences of improvement and experimentation with new ways of implementing the standards than with rating the exact level of accomplishment, or lack of it.

Then Dr. Dobbins said that a group from the staff of the Division of Education were going to do some preliminary study of the standards and their application to our program in preparation for the committee's visit. He suggested that any of us who would be interested could join the group in its work. It would be a chance to become familiar with the standards which define a good program of professional education. About a dozen of us were interested in the project and we have been meeting with the staff two or three times a week ever since. It has been one of the most interesting and worth-while experiences of my whole college course.

BLUEPRINT FOR ACTION

ASPECT OF STANDARD VI

- A. The place of professional laboratory experiences in the college curriculum.

MAJOR PROBLEMS INFLUENCING DEVELOPMENT

Provision for some laboratory experiences during the first two years of college.

Provision for professional laboratory experiences in connection with subject matter fields.

Provision for observation and participation in schools prior to student teaching.

Flexible assignment to student teaching.

Besides participating in the general sessions, I have worked with Dr. Conboy and Miss Osgood and three other students in making a study of our program of professional laboratory experiences in relation to the evaluative criteria of Standard VI, which has to do entirely with laboratory experiences.

We started out by listing all the courses in the professional sequence and the laboratory experiences which are part of each (see page 117). Then we applied the evaluative criteria of Standard VI and that revealed to us the strengths and weaknesses of the program. After reading everything we could find about what other institutions were doing and discussing the matter a lot among ourselves, we developed what we call our "Blueprint for Action." On it we have listed the major problems which influence the development of each aspect of the Standard in our program at Jefferson. Then, for each problem, we have indicated the steps which have already been taken to solve it and the steps which need to be taken just as soon as possible.

We see many possibilities for improvement through the use of the two quarters of full-time work, which are gained by combining the three professional courses and teaching the integrated course in the quarter just previous to student teaching. We have referred to that block of time as our two-quarter professional sequence on the chart

AT JEFFERSON UNIVERSITY

STEPS TAKEN

Teacher Education Club aids in contacting prospective students of the Division of Education. A few students participate in community service program while underclassmen.

Informal contacts help to interest subject matter teachers in possibilities of using PLE's.

Three professional courses are scheduled in one quarter to provide long block of time.

Assignment during last quarter of junior year or first two quarters of senior year on basis of readiness, where possible.

STEPS THAT SHOULD BE TAKEN

Early identification of former members of high school F.T.A. clubs.

Opportunities for PLE's for underclassmen through extended program of the Teacher Education Club.

Encouragement of the election of beginning professional courses by more sophomores.

Provision for cooperative supervision of experiences which contribute to subject matter and to professional courses.

Integration of work of three professional courses to form, with student teaching, a two-quarter professional sequence.

Flexible assignment at any time during two-quarter professional sequence when readiness is indicated. (Junior year for some students.)

BLUEPRINT FOR ACTION

ASPECT OF STANDARD VI	MAJOR PROBLEMS INFLUENCING DEVELOPMENT
A. The place of professional laboratory experiences in the college curriculum (<i>cont'd</i>)	Provision for professional laboratory experiences after student teaching.
B. Nature of professional laboratory experiences.	Participation by all students in all of the activities of the teacher.
C. Assignment to and length of professional laboratory experiences.	Provision for assignment and withdrawal in terms of individual needs of student, supervising teachers, and children or youth involved.
D. Guidance of professional laboratory experiences.	Integration of PLE's with related college courses, seminars and conferences.
E. Cooperative relationships in guidance of professional laboratory experiences.	Evaluation in terms of ability to use basic generalizations in meeting new situations.
	Securing cooperation of college teachers in subject matter fields in guiding PLE's.
F. Facilitating professional laboratory experiences.	Provision for communication between college teachers, cooperating teachers, and prospective teachers.
	Provision for contacts with outstanding programs such as might be developed in a college-controlled school.
	Provision for competent supervision and guidance of student's experiences with community situations.

AT JEFFERSON UNIVERSITY (*Cont'd*)

STEPS TAKEN

Individualized program of direct experiences in connection with elective course in Philosophy of Education.

Professional preparation of supervising teachers to help them to see the need for providing such experiences. Provision for participation in school and community activities prior to student teaching.

Cooperative decisions concerning assignment and withdrawal in the interests of all concerned.

Close relation of theory and practice in professional courses.
Seminar based on problems of student teaching experience.

Records for evaluation of student teaching developed and used.
Cooperative evaluation carried on by student and cooperating teacher.

Informal contacts and invitations to subject matter teachers to observe work of students.
Requests for aid or equipment by students used to arouse interest of college teachers.

Cooperating teachers attend student teaching seminar.
Newsletter sent from college to cooperating teachers.
Frequent three-way conferences.
Student's records available to cooperating teachers.

None.

Some supervision provided by college staff.

STEPS THAT SHOULD BE TAKEN

Provision for laboratory experiences for all students as a part of a seminar after student teaching.

Provision for more experiences in professional organizations, attendance at state educational meetings, becoming acquainted with N.E.A., etc. Continued emphasis on participation in a wide variety of activities.

Variation of assignment and length of student teaching to meet individual needs within the two-quarter sequence.

Further integration of work of all courses through laboratory experiences that contribute to several areas.

Comprehensive study of means of evaluating progress in all areas in terms of principles and purposes.

Continuation of informal contacts.
Encouragement of cooperative planning and supervision of PLE's which contribute to more than one area.

Invitation to college subject matter teachers to attend seminars. Continuation of present program.
Inclusion of cooperating teachers in curriculum revision and in planning for PLE's.

Development of close relationships with one or more elementary schools where teachers, administrators, and community are willing to work with college to develop the best possible program for children and provide desirable experiences for students.

Development of a cooperative program of supervision with representatives of community agencies and members of college staff.

and have suggested a number of ways in which the time can be used to give more flexibility to the program.

We are convinced that Jefferson has a good program of professional laboratory experiences now but we are sure that it can be made a lot better. And that doesn't mean that we are suggesting a lot of impractical things or that we expect the changes to be made right away. There are some important aspects of a good program that we know are going to be awfully hard to put into operation here. The areas that we have listed as major problems are those toward which we believe definite steps should be taken in the immediate future. Many other areas of needed improvement are suggested by the various aspects of the Standard but they seem less important or less possible than those which we put down on our chart. I am sure there are many more weaknesses which we don't even recognize as yet. In fact, I strongly suspect that Dr. Conboy is right when he says we are only just beginning to understand what would be involved in fully implementing Standard VI. Maybe the best way to broaden our vision, however, is to start work on those problems we do see and keep on going.

MAY 24. *Teaching is living and learning.* I have just received word that my father and mother are coming for my graduation next week. Dr. Conboy wrote Father about my being chosen for the internship and made it sound like such an honor that Father finally made up his mind that maybe I am not a disgrace to the family after all.

Today Ken and I were sitting in the lounge at the fraternity and talking about the fact that our college days are about over. "I never could quite understand your going into education, Bob," Ken said to me. "Now that it's all over, tell me—did you learn anything?"

Ken was just making conversation but his question stuck with me. What have I learned in these two years of specialization in teacher education—two years of hard work and long hours? What have I gotten out of it?

In an attempt to answer that question I have been reading over some of the entries in this, my professional diary. In a sense this is a record—inadequate and incomplete, it is true—of what I have learned. I am now fully convinced of the value of writing it. That in itself has been a learning experience.

But there is one big idea which has gradually emerged and it is illustrated by incidents on almost every page of this journal. I have learned that I not only need to have very clearly in mind my educa-

tional philosophy but that I must constantly try to bring what I do and what I believe into a closer relationship. In short, I must know what I believe and act on the basis of my beliefs. That sounds like a lifetime of living and learning—which is probably as good a definition of the teaching profession as I am likely to find.

CENTRAL STATE
TEACHERS COLLEGE
1953

6 PROBLEMS OF AN EXPANDING PROGRAM

CENTRAL STATE TEACHERS COLLEGE
JAMES A. STRATLIN, PRESIDENT
MIDLANDS, COLUMBIA

EDUCATION DEPARTMENT

September 15, 1953

Dr. Ann C. Patterson
Associate Professor of Education
Prattsburgh State College
Prattsburgh, New Jersey

Dear Ann:

Greetings from the Midwest and from the new, *very new*, Coordinator of Professional Laboratory Experiences at C.S.T.C.! I have been here only a week and am still in the throes of getting settled and started on the new job. Just so you will know that I have not forgotten our plan to keep each other informed about our work this year, however, I am sending you some pages from our college catalogue which will tell you something about the college and the program here.

I am looking forward to hearing from you and will write again very soon.

As ever,

Jane

Jane A. Randles
Coordinator of Professional
Laboratory Experiences

JAR/rm

EXCERPTS FROM THE COLLEGE CATALOGUE
CENTRAL STATE TEACHERS COLLEGE
1953-54

HISTORY

Central State Normal School was founded in 1860 by action of the General Assembly which provided for the founding of a teacher-preparing institution. It was the fourth normal school established west of the Alleghenies and the sixteenth in the United States. Its location in Midlands, in the heart of the rich agricultural area of central Columbia, makes it easily accessible from all parts of the state. From a single building and a total of twenty-three students at the time of its founding, this institution has grown until the physical plant is now valued in excess of five million dollars, and more than two thousand students are enrolled in a single year.

Until 1899 there was but one curriculum, which was normally completed in two years. It led to a normal school diploma which was required of all graduates. Students who expected to teach high school subjects were encouraged to take additional elective courses beyond those needed for a diploma.

As a result of legislative action in 1938, a state certification law was passed which caused the development of four-year curricula in both secondary and elementary fields. The degree of Bachelor of Science in Education is awarded on the completion of four years of college work in one of the approved curricula.

In 1940 the State Teachers College Board authorized the offering of a fifth or graduate year of work leading to the degree of Master of Science in Education. Graduate work is now offered in twelve departments throughout the year and in the summer session.

In recent years a number of short-term curricula in commerce and in the theatre have been offered to meet the needs of special students. Four-year non-teaching curricula in social welfare and in commerce are also available.

RECOGNITION BY ACCREDITING AGENCIES

Central State Teachers College is fully accredited on both graduate and undergraduate levels by the North Central Association of Colleges and Secondary Schools and the American Association of Colleges for Teacher Education.

The college is a member of the American Council on Education and is on the approved list of the American Association of University Women.

The curricula for both elementary and secondary teachers are fully approved by the State Board of Education, and graduates are eligible for certification for teaching and administrative positions in many states other than Columbia.

The campus of the Central State Teachers College is considered one of the most beautiful in the country. It consists of over two hundred acres of lawns and woodlands and includes two small lakes within its borders. Many trees, extensive landscaping, and beautiful flower gardens contribute to its beauty. The Administration Building, erected in 1901, is built of gray stone in a modified Gothic style, and its three towers are a prominent campus landmark. This building contains the administrative offices, classrooms, offices for members of the faculty, and an auditorium seating two thousand persons.

Other campus buildings include the Montgomery Science Building; the Vocational Arts Building; the Johnson Gymnasium; Stromley and Curtis Halls, women's dormitories; the Macmillan Laboratory School; the Shorley Library; the Commerce Building; North and South Halls, men's dormitories; the cafeteria building; the campus tearoom; the bookstore; the home management house; the college greenhouse; and the heating plant.

A new library building, which will contain ample space for reading and seminar rooms as well as modern stacks and facilities for classifying and storing all types of educational materials, is under construction. This building will contain a well-equipped radio studio and a small auditorium for showing films and other visual aids.

The athletic field occupies about eight acres at the south end of the campus and contains a number of practice fields and training facilities for physical education classes as well as varsity football and baseball fields.

The college lodge and the three shelter houses adjoining it are located in the wooded section at the west side of the campus and are in frequent demand for picnics, meetings, and winter sports. It also offers opportunities for nature study by science classes.

THE CITY OF MIDLANDS

Central State Teachers College is located about two miles from the center of the city of Midlands, at the western side of the city. Midlands, with a population of 55,000 persons, has ample recreational facilities such as many city parks, country clubs, and community centers. Lake Lauderdale affords opportunities for boating, swimming, and fishing.

Within the city are fifty churches, an art gallery, a concert hall, a municipal theatre, and other cultural resources. In addition to its cultural advantages the city boasts of many diversified industries. Transportation facilities are excellent, with north, south, east, and west highways intersecting in the city. A municipal airport, four main-line railroads, and several bus companies also serve the city.

CAMPUS LIFE

At Central State Teachers College student activities are planned and fostered because of the significant contribution which they can make to the education of the student. The Student Government Association shares in

the planning of college activities, and its many committees and functions provide experience in democratic living.

The Women's League and the Men's Union are composed of all men and women students respectively and carry on a program of work which helps to promote the intellectual and social growth of members. Other campus organizations include those devoted to the furthering of various special interests: religious organizations, honor societies, social fraternities, and college publications.

Faculty advisers aid the student in selecting a program of activities which will supplement course offerings so that each student may profit by full participation in the range of activities which the college has to offer.

ADMISSION REQUIREMENTS

Central State Teachers College is maintained by the State of Columbia to prepare well-educated teachers for the elementary and secondary schools of the state. The college is interested in admitting high school graduates who give promise of becoming successful members of the teaching profession. The necessary qualifications include sound physical and mental health, acceptable personal and social characteristics, and above-average intellectual ability. Common sense, adaptability, a sense of humor, and optimism are also desirable qualities for the prospective teacher.

The requirements for admission are as follows:

1. Applicants must be graduates of approved or accredited high schools.
2. No specific units of high school credit are required for admission, but students seeking admission to the college should have:
 - a. completed a balanced program of studies designed to insure a well-rounded background of knowledge in basic fields.
 - b. developed reasonable skill and accuracy in the use of the English language in reading, writing, and speaking.
 - c. acquired proficiency in basic mathematical skills.
 - d. developed effective work habits and study skills.
3. Physical examinations are required of all entering students.
4. Each student must submit an application for admission which shall include:
 - a. a record of the student's age, health, family background, and interests.
 - b. a record of participation and achievement in activities in the secondary school.
 - c. a transcript of high school credits and grades.
 - d. a confidential report by the high school principal concerning the student's personal qualifications.

FACILITIES FOR STUDENT TEACHING

The Macmillan Laboratory School is the campus elementary school. It is used for observation, demonstration classes, and student teaching on the elementary level. Its facilities include 15 classrooms for nursery school

through grade eight, an auditorium, a cafeteria, a library, and a gymnasium. The enrollment of the school is about 420 pupils with an average of 45 in each grade and about 30 each in the nursery school and the kindergarten.

Two successive terms of student teaching are required of all elementary majors during the senior year. Education 451 and 452 are the required courses for students preparing to teach in the elementary school. Each course carries four quarter hours' credit and consists of one hour of teaching each school day for twelve weeks. Education 460, the student teaching seminar, also carries four quarter hours of credit and is taken during the first term of student teaching.

All students in the curricula for high school teachers are required to take two terms of student teaching for a total of eight quarter hours of credit. The secondary student teaching is done in the Midlands city high schools or in a cooperating school in some other city. Education 496, off-campus high school student teaching, provides an opportunity for the student to do full-time teaching for twelve weeks for which sixteen quarter hours of credit are granted. Off-campus high school student teaching may be substituted for all other student teaching requirements by a limited number of students who can arrange their schedules to permit a full-time student teaching experience.

SUMMARY OF ATTENDANCE
(September 1952-June 1953)

	<i>Elementary</i>	<i>Secondary</i>	<i>Nonteaching</i>	<i>Total</i>
Graduates	53	65		118
Seniors	187	156	27	370
Juniors	231	230	38	499
Sophomores	247	261	67	575
Freshmen	312	234	73	619
Unclassified			32	32
Total	1030	946	237	2213

CURRICULUM FOR MAJORS IN ELEMENTARY EDUCATION—1953

<i>Freshman Year</i>		<i>Sophomore Year</i>	
Orientation to Education	4 qt. hrs.	Children's Literature . . .	4 qt. hrs.
Freshman English	8 qt. hrs.	Creative Dramatics	4 qt. hrs.
Science	12 qt. hrs.	United States History . .	8 qt. hrs.
Contemporary Civiliza- tion	12 qt. hrs.	State and Local Govt. . .	4 qt. hrs.
Speech	4 qt. hrs.	Arts in Civilization	4 qt. hrs.
Principles of Geography.	4 qt. hrs.	Introduction to Music . .	4 qt. hrs.
Personal Hygiene	4 qt. hrs.	Home and Family Living	4 qt. hrs.
Physical Education	2 qt. hrs.	Teaching of Music	4 qt. hrs.
Library Science	1 qt. hr.	Child Psychology	4 qt. hrs.
		World Geography	4 qt. hrs.
		Physical Education	2 qt. hrs.

<i>Junior Year</i>		<i>Senior Year</i>	
Advanced Composition..	4 qt. hrs	Teaching of Science	4 qt. hrs.
Industrial Arts	4 qt. hrs.	Teaching of Social Studies	4 qt. hrs.
Teaching of Language Arts	8 qt. hrs.	Elementary Curriculum .	4 qt. hrs.
Teaching of Mathematics	4 qt. hrs.	Student Teaching	8 qt. hrs.
Teaching of Art	4 qt. hrs.	Seminar	4 qt. hrs.
Teaching of Phys. Ed. . .	4 qt. hrs.	Philosophy of Education	4 qt. hrs.
Educational Psychology.	4 qt. hrs.	Electives	20 qt. hrs.
Tests and Measurements	4 qt. hrs.		
Electives	12 qt. hrs.		

PRESENT PROBLEMS AND POSSIBLE PLANS

CENTRAL STATE TEACHERS COLLEGE
JAMES A. STRATLIN, PRESIDENT
MIDLANDS, COLUMBIA

October 18, 1953

EDUCATION DEPARTMENT

Dr. Ann C. Patterson
Associate Professor of Education
Prattsburgh State College
Prattsburgh, New Jersey

Dear Ann:

Your letter arrived a few days ago and I enjoyed so very much hearing about your work at Prattsburgh. There's a lot I would like to say about some of the things you told me, but first I must fulfill my part of the bargain we made last spring when we left Teachers College and tell you about what is happening here.

You know, Ann, I think I must have had some sort of an unconscious notion that, when I finally got that long-sought Ed. D. and was out on the job again in a new position, all my troubles would be over and I would rest serenely for the rest of my life on the results of my labors. Of course, I didn't really think that, but the extent and the magnitude of the problems which have hit me during the first weeks in my new position have left me rather gasping for breath. I said last year that I wanted my next job to be one where I could dig in and work on a long-range program. I must have chosen the right place because the many things that need to be done here are certainly going to take a long time. But let me give you the background.

I sent you excerpts from the college catalogue which contained general information, and I have taken some pictures of the campus which

I will send you soon. My office, along with those of the other members of the Education Department, is on the third floor of the Administration Building. I have a beautiful view across the campus to the west. Dr. Speare, the head of the department, has the office next to mine; he has been very helpful during these first few weeks while I was getting oriented.

(Ann, this is going to be a long letter and one you may want to refer to in the future as I continue to write about my job here. Because of this, I am going to put in headings like those we used in our term papers at college. I know that such headings are hardly conventional letter form but I do believe they will help to make this account more readable and easier to follow. Incidentally, I suspect they will also help me to organize my thoughts more systematically.)

The coordinator of laboratory experiences looks at her job. As you already know, a person who held a job like mine used to be called a "director of student teaching" and was concerned entirely with the student teaching program. The change of title is the result of Dr. Speare's conviction that a much broader concept of direct experience is needed and that there should be persons on the staff whose special responsibility it is to coordinate the efforts of all staff members as they work toward a more adequate program of professional laboratory experiences. Dr. Edward Strong, who came to Central last year, works with the secondary education curriculum; I am responsible for coordinating experiences in the program in elementary education.

For the present, however, I will confine my efforts pretty largely to the student teaching aspects of my job. One reason is that I need the time to become familiar with the situation, and the other and all-important reason is that I simply haven't time to do anything else.

We have 180 seniors in the elementary education curriculum this year, and each of them is required to spend one hour a day for two quarters doing student teaching in an elementary school. The assignments for the fall quarter were made last spring, but apparently no attempt was made to encourage large numbers of students to sign up, for there are only 76 seniors doing their student teaching this quarter. Of these, 52 are in the laboratory school and 24 are in the nearby city schools.

The laboratory school is able to handle the present load fairly comfortably but I am at a complete loss to know what we are going to do next quarter, when the present 76 will presumably be doing their sec-

ond quarter of teaching while over a hundred new students will be registering for their first quarter of student teaching. The college has a contract with the Midlands public school system which specifies that Midlands will furnish as many cooperating teachers as the college needs, but the factors of time and travel distance make scheduling students for one hour a day in many of the schools at a distance from the college almost impossible.

In fact, I might as well admit that almost everything about a one-hour-a-day student teaching assignment seems rather impossible to me. How a student can possibly gain any conception of the range of activities of a teacher under such conditions I fail to see. Certainly a meager hour-a-day experience can never enable the student to achieve the purposes which we ordinarily set up for the student teaching period. Somehow we must move as quickly as possible toward a program of full-time student teaching. Does this give you an idea of what I mean when I say that life is not uncomplicated here?

This quarter I am primarily responsible for supervising the twenty-four students in the cooperating schools and for meeting them in their seminar, for two hours twice a week. The other two divisions of the seminar, for the students who are teaching in the laboratory school, are taught by Mrs. Durkee, the principal of the laboratory school. I have been assisting in the classes rather frequently, both to help Mrs. Durkee with her very heavy load and to give me more of an insight into the program of the laboratory school. I have spent as much time as I could observing in the various grades of the laboratory school but have not taken any direct responsibility for the supervision of the students there.

My other teaching assignment this quarter is an evening course, Principles and Techniques of Supervising Student Teachers, which is offered principally for our cooperating teachers in the city and county schools. There are about thirty in the group and the class affords me a wonderful opportunity to know some of the teachers with whom I am or will be working. I plan to visit the classrooms of all those who do not have student teachers this quarter. That should help a little in selecting some of the many cooperating teachers I will need next quarter.

The supervising teachers analyze their responsibilities. The teachers of the laboratory school set up a committee this fall to study the load which they were being asked to carry. I have been working with them as they have kept time studies of their own activities. They have

analyzed the records to determine what responsibilities they have with respect to the teacher education program which are in addition to their work with children. We summarized our report for a meeting of the Education Department in the form of a thumbnail sketch of a typical day in the life of a supervising teacher at the Macmillan School. This sketch will be supported by our data concerning the way the teachers spend their time and the records of the observations, participation, student teaching, and demonstration classes which are carried on in the laboratory school in a single quarter.

Laboratory experiences prior to student teaching are inadequate. One of the most disturbing results of the study for me is the realization that there are very few laboratory experiences for students prior to student teaching. Each student has very limited opportunities to see or work with children, and the laboratory school staff is now carrying an excessive burden and cannot possibly be expected to provide additional experiences. When I think of the program of professional laboratory experiences which is outlined in Standard VI, I become terribly discouraged. I'm glad they called it a "directional goal," for I'm sure we will never be able to reach it. I am determined that we shall work toward a better program, however, and the first thing we must do is to secure additional facilities for laboratory experiences.

A committee studies the professional sequence. I have also joined the committee which is engaged in studying the whole of the professional sequence for elementary education majors. They have been working for over a year now and have succeeded, as a first step, in defining the competencies which they believe to be important for teachers. It has been a tremendous job, and the arrival at a list which they can all accept is a real accomplishment.

The professional sequence for elementary education majors is at present less a sequence than a series of courses which may, but often do not, have some relation to one another. The problems of scheduling have prevented any set sequence of courses from being followed, and substitutions of courses have been fairly frequent.

Orientation to Education, the first of the professional courses, usually comes during the freshman year, and each division makes a tour of the laboratory school as a prelude to two or three individual observations which are required of all students.

Child Psychology is a sophomore course and includes two types of laboratory experiences. Each student observes approximately twenty-

five minutes at each grade level and then devotes from five to ten hours to observing, and preparing a case study of, an individual child. (Can't you just see Dr. Lyle, our child psychology professor, shuddering at that? I suppose that it is better than nothing—or is it?)

The junior professional courses are usually Tests and Measurements and Educational Psychology. Neither course provides any laboratory experiences at the present time. A course in the elementary curriculum is taken during the junior or senior year and an attempt is made to schedule it before student teaching for most students. The students write units and, as far as possible, observe in classrooms where similar units are being taught. There is a real effort to relate the work of the course to the laboratory school program and students often spend one hour a week in the room where they plan to do their student teaching. *This is the nearest thing to a participation program that we have, and it may be the place to start when we are able to provide more experiences prior to student teaching.* Philosophy of Education is designed to come after student teaching, but often doesn't. It is predominantly a lecture course and includes no direct experiences.

There are seven required methods courses which come at any time during the last three years of the college course. The Teaching of Language Arts extends over two quarters and is taught in the Education Department. The students have about two or three observations in the laboratory school each quarter and spend some time observing programs in the public schools, both individually and in small groups. They are also scheduled to observe various special activities at the laboratory school such as student council, library periods, assemblies, club programs, etc. The experiences afforded any one student are quite meager, but the strain on the resources available is considerable.

The other methods courses (in music, mathematics, art, physical education, social studies and science) are taught in the subject matter departments and provide almost no laboratory experiences beyond one or two demonstration lessons a quarter in some departments. The Science Department has probably done more than any other along this line, and the results are evident in the better-than-average science teaching I've seen students doing recently in the laboratory school.

Possibilities for improvement are many. Well, Ann, how does it sound to you? Perhaps I have presented too black a picture. I didn't mean to, but I see so many possibilities for improvement that I couldn't help mentioning them as I went along. As you know, I do believe that

we are doing a good job of educating elementary teachers at C.S.T.C., and the success of our graduates in the field proves it. It seems that our increasing numbers of students preparing to be elementary teachers, along with our expanding concept of a desirable program of laboratory experiences, have combined to make us feel the need for improving our program and providing increased facilities for direct experiences during all of the four years of the college program. And that, you will admit, is a long-range program.

Standard VI suggests goals. The other night I spent some time studying Standard VI and decided that there are three aspects of our program of professional laboratory experiences which need immediate and continuing attention. It seems that little can be done to improve other aspects until progress is made in these areas.

So I have set myself some goals toward which I plan to work during the next few years. Maybe you could call it my Five-Year Plan, for it will surely take at least that long to approach a realization of my aims. In order to orient myself I listed the aspect of the Standard with which I was concerned, our present procedures in relation to it, and my goals for implementation during the next five years.

I am going to include the whole analysis here as a record so you can see what is concerning me now. You will probably enjoy watching me change, as time goes on and I know more about the situation. These goals are very definitely first impressions of what ought to be done.

MY FIVE-YEAR PLAN FOR IMPLEMENTING STANDARD VI AT C.S.T.C.

THE STANDARD

Opportunity should be afforded for responsible participation in the major areas of the teacher's work.

Professional laboratory experiences should be an integral part of the work of each year of college.

WHERE WE ARE

One hour a day of student teaching.

Very limited contacts with schools prior to student teaching.

Almost no contacts with community or the work of the school as a whole.

Very few direct experiences except during student teaching.

A minimum amount of child study and observation in the laboratory school.

Professional laboratory experiences in professional courses only.

MY GOAL FOR 1958

Full-time student teaching for all students.

Revision of the professional courses to form a unified sequence which will extend throughout the four years of the college course and will include many experiences with children and youth prior to student teaching.

THE STANDARD

Facilities sufficient to implement program and located for convenience and accessibility should be available.

WHERE WE ARE

College-controlled laboratory school is completely inadequate to meet the needs of a good program of professional laboratory experiences. Other school situations are potentially available but of little use under the present system of student teaching. Nonschool educational agencies have not been used to any extent.

MY GOAL FOR 1958

Situations for all student teachers outside of the laboratory school, either in the city or in off-campus centers. Use of laboratory school for observation and participation. Use of many nonschool educational agencies for providing laboratory experiences for students before student teaching.

I have not forgotten the other aspects of Standard VI, but I feel that flexibility of assignment and length of experiences and provisions for cooperative planning and guidance must develop as parts of the program I have laid out. I shall certainly continue to be aware of all aspects of the Standard and to use them as a guide for all my work; but a beginning must be made. I believe that I must begin with efforts toward implementing the aspects that have to do with securing adequate facilities, participating in the major areas of a teacher's work, and making professional laboratory experiences an integral part of the work of each year of college. What do you think? Does this make sense?

I seem to remember that it was your idea that we should make a definite effort to keep each other informed concerning our work this year in order to carry over some small part of the professional stimulation that we found so helpful as we worked together on common problems at Teachers College. I am still enthusiastic about the idea and feel that just putting all this down on paper has been a help to me.

I will be looking forward eagerly to getting your reactions to my situation and I will certainly write my thoughts concerning your detailed report of your own activities within a few days.

As ever,

Jane

Jane A. Randles
Coordinator of Professional
Laboratory Experiences

P.S. I am enclosing a copy of *A Day in the Life of a Supervising Teacher*. I thought you might be interested. Several people told us that they considered it an effective way to make a report.

JAR/rm

A DAY IN THE LIFE OF A SUPERVISING TEACHER
MACMILLAN LABORATORY SCHOOL
REPORT OF COMMITTEE ON TEACHER LOAD

Miss Doe, a supervising teacher at the Macmillan Laboratory School, arrives at the school each morning at about quarter to eight. She checks her plans for the day and prepares any materials that will be needed. Usually there is some work that must be done on her records or some notice or other communication from the office to read. At eight fifteen, one of her five student teachers arrives to discuss the lesson that she will teach during the ten o'clock hour. It is especially important that the plan be carefully made, since Miss Doe will be away from the classroom that period. Another student teacher drops in for a few minutes to ask advice about checking a test, and at eight forty-five the children begin to arrive.

Miss Doe does not have a student teacher in her room during the first hour, but three freshmen who are doing their individual observations for Education 111 come in. Two students from the class in Child Psychology also arrive at ten minutes after nine to work on their case studies of individual children. Miss Doe finds time to speak to the freshmen to explain the group work that is going on in relation to the children's study of their community. She also gets out the cumulative record folders and other materials which are needed by the students who are making the case studies.

Ten o'clock finds Miss Doe hurrying across the campus to meet with the Teaching of Arithmetic class that observed her group yesterday. She discusses with them the lesson on the addition of fractions, which they had found not entirely to their liking. After a mad dash back to the classroom in order to relieve the student teacher, who has another class, Miss Doe faces the last hour of the morning, two student teachers, and a fresh group of observers.

Lunch in the cafeteria with the children and thirty minutes of playground duty accounts for the hour from twelve to one. For the next fifteen minutes Miss Doe confers with a parent who has come to inquire about the progress of her spoiled only son, and then the afternoon session begins.

During the science period there is no student teacher, but a group from the class in science methods sit in the back of the room and write busily all period. At the end of the hour they ask for a conference, and Miss Doe schedules them during the noon hour on Thursday because there is no after-school time available before the date when their report must be in.

The rest of the afternoon the class is taught by student teachers, and Miss Doe makes notes for future conferences as she observes their work. One of the students is having a difficult time. Miss Doe suffers with her during her teaching period and wonders what she can do to help the student gain some understanding of the children in the class.

The children leave at three thirty and Miss Doe meets all of her student teachers for their weekly group planning conference. They work for about

forty-five minutes and then leave with the planning only partly completed because Miss Doe must attend a meeting of the Committee on Professional Sequence at four fifteen.

Shortly after five o'clock Miss Doe returns to her classroom and fills her brief case with papers to correct, plans to check, and work to prepare for the next day's classes. Tomorrow night there is to be an evening meeting of the whole laboratory school staff to work on the philosophy of their school, so an extra amount of work must be done at home tonight.

As Miss Doe climbs wearily into her car she wears a puzzled frown. She is trying for the hundredth time that day to decide just what kind of philosophy would make anyone decide to be a supervising teacher, *ever*.

CENTRAL STATE
TEACHERS COLLEGE
1958

7 ADDED FACILITIES THROUGH COOPERATIVE ACTION

CENTRAL STATE TEACHERS COLLEGE
JAMES A. STRATLIN, PRESIDENT
MIDLANDS, COLUMBIA

EDUCATION DEPARTMENT

June 18, 1958

Dr. Ann C. Patterson
Professor of Education
Prattsburgh State College
Prattsburgh, New Jersey

Dear Ann :

Yesterday was our Commencement and marked the completion of my fifth year at C.S.T.C. I probably wouldn't have thought about it particularly, except for your suggestion that I write you concerning progress on my five-year plan for implementing Standard VI. I had forgotten about those ambitious goals which I set up during my first few weeks here, but I rummaged around a bit and found my old list. It proved to be more interesting than I had anticipated.

It was so interesting, in fact, that I am ready to accept your suggestion that I write a progress report. I shall try to outline for you the progress we have made toward the realization of the goals I set up five years ago and our plans for the future in those areas. It may turn out to be quite a lengthy document, so don't start to read it unless you have some time to spare.

(You said you found headings helpful in my other letters, so I shall use them again here.)

IMPROVEMENT OF STUDENT TEACHING

Two points of my five-year plan had to do with student teaching, which was our all-important problem five years ago. I had as goals the setting up of full-time student teaching and the expansion of off-campus facilities so that the laboratory school would not have to be used for student teaching. Actually, those two things have happened pretty much together as we have worked along, because by their very nature they are closely related.

I think that I will never forget the second quarter of my first year at Central, when there were about a hundred and fifty student teachers. I was so new that I wasn't able to investigate sufficiently all of the situations in which we placed student teachers, and some of them were very poor. In spite of the fact that Dr. Speare hired a former laboratory school teacher as a full-time supervisor for that quarter and had two members of the department helping part time, we weren't able adequately to supervise the students, some of whom were working with cooperating teachers who had never had students before. Some of the students had to work in schools so far from the campus that they spent over an hour in travel in order to teach one hour; and that caused a good deal of dissatisfaction. A number of them were never able to get back for more than half of the seminar sessions held from two to four on Tuesday and Thursday afternoons.

Full-time student teaching is begun. When we began to try to figure out how we could improve the situation, the question of full-time student teaching came up almost at once. We realized that it would increase the need for facilities but it would also make a great many schools available which were now too far from the college to be used for the one-hour-a-day type of teaching. We got into all kinds of scheduling difficulties and conflicts with requirements immediately and finally decided that we would make full-time student teaching available on a voluntary basis during the next year for those who could arrange their schedules to take it. Since it meant giving up an elective in an already very much prescribed course of study, we anticipated that there might not be too many electing it at first.

I met with all of the juniors in small groups and explained the new plan. I also emphasized the advantages of registering for the regular course in student teaching during the first and second quarters of the senior year rather than the second and third. We got some of the

required courses rescheduled so that first-quarter student teaching became possible for more seniors and made definite provision for registration for student teaching during the last quarter of the junior year.

As a result of these measures, two things happened. We had a total of thirty-two students in our full-time student teaching course during 1954-55, and those who were following the two-quarter plan were divided much more evenly than before. Also, I had two new supervisors to work with me in the student teaching program, which made it possible to do a much better job of assignment and supervision.

The first year was definitely an experiment as far as full-time student teaching was concerned, and the students got credit for three courses in student teaching, in addition to the seminar, for their quarter's work. The program was decidedly popular with the students, and in the second year (1955-56) further adjustments of class schedules were made and more than half of the seniors registered for full-time teaching. We had begun to use not only the laboratory school and the city schools but those in the surrounding areas of the county by this time. A few of the students elected to live in the community where they were working and to return to the campus for the seminar twice a week.

Before very long, all of us, staff and students alike, were impressed with the richness and variety of the experiences which the students who were living in their school communities were having. Since they were away from the campus there was more opportunity for them to participate in community activities and to gain experience in all of the out-of-school aspects of the work of the teacher. It made us wonder if our policy of concentrating our students near the campus was the best possible procedure.

Ed Strong (our coordinator of laboratory experiences on the secondary level) and I discussed the matter a good deal. He regularly placed most of his students in schools from fifty to a hundred miles from the campus, and they lived in the community during the student teaching period. The departmental supervisors visited the students several times a quarter and Ed made the rounds fairly frequently. The extra time necessary for the supervision of students at such distances from the college was not as great a factor with the secondary education people, since they had more supervisors than we did and were able to make the trips to the schools regularly.

Off-campus centers for student teaching are proposed. I don't really know who first suggested the idea of setting up off-campus centers

where both elementary and secondary education students would work in the schools of a community and be supervised by a member of the college staff who would live in the community with them. Probably someone read something about the programs in the few schools where some such plan was being tried, or maybe one of us brought the idea back from a conference. At any rate, I am pretty sure that the 1951 Yearbook of the Association for Student Teaching,¹ with its descriptions of various off-campus programs, influenced our thinking.

In the fall of 1955, Dr. Speare appointed a committee consisting of Ed Strong, two other members of the Education Department, two departmental supervisors, and myself to study the whole idea of off-campus centers for student teaching and to suggest a possible plan for Central. That was a working committee if there ever was one. We studied everything we could find in the literature, and three of us spent two weeks visiting the centers set up by the University of Tennessee and Penn State to study and compare their programs. We also went out and talked to people in some of the school systems of the state to get their reactions to any such plan.

It was February before we were ready to make a preliminary report, and then we had only a tentative series of proposals to present. The discussion of the idea within the department was spirited, to say the least. However, the committee was sent back to work with instructions to prepare a definite proposal which could be acted upon by the department and the total faculty.

You have no idea how infinitely complicated developing plans for such a proposed change can be unless you have been through the process, Ann. Some of the older members of the department were horrified at the suggestion that one person could supervise both elementary and secondary school teachers and that students who were teaching at all levels might find any value in working together in a single seminar. The departmental supervisors on the secondary level were, for the most part, afraid that they would either be deprived of the right to supervise their own students or be expected to take on new duties for which they did not feel prepared. I don't know which alternative appeared less tenable to them, but I am certain that neither one looked very desirable.

When the news began to get around the campus that such a plan was being considered, protests arose from other sources. The Physical

¹ Association for Student Teaching, *Off-Campus Student-Teaching*, Lock Haven, Pa.; The Association, 1951.

Education Department had always fought to keep seniors on the campus during their student teaching period in order to maintain the strength of their varsity teams, and they saw the establishment of off-campus centers as a new threat to their interests. Subject matter departments took up the cry concerning unqualified supervision of their majors and really became quite incensed about the idea. The fact that most of those who were talking most loudly had refused to concern themselves in any way about the supervision of student teachers and had never so much as visited their majors in the local high schools did not seem to occur to them as an inconsistency.

Plans for off-campus centers are formulated. Our committee's plan for setting up off-campus centers, when it was finally submitted to the department, called for the use of a single center during the year of 1956-57, and for assigning to it about twenty-five students from both the elementary and the secondary education curricula. During the experimental stage, a full-time supervisor would live in the community, but departmental supervisors would be expected to visit their own students to assure themselves that the students were getting adequate supervision.

The organization which was suggested was substantially that which was being used by the students in the secondary education curriculum. The first two weeks of the quarter were to be spent on the campus in an intensive orientation course. An all-day visit to the off-campus center at the beginning of this period would serve to introduce the student to the situation, to enable him to learn the exact nature of his assignment, and to observe what instructional materials were used. With this information in hand, the student would be able to organize the work of the two weeks in terms of the specific situation in which he would be teaching.

During the preliminary period, the students of the experimental group would work together during a part of each day as they considered the general problems related to their particular assignment and the work of the school as a whole. The rest of the day would be spent in individual or small group work on special problems of different grade or subject matter areas. The group would go to the off-campus center, where they would live the life of teachers and participate in all of the varied activities of the community for eight or nine weeks. They would then return to the campus for a final period of evaluation and special help in teaching areas in which experience showed they needed it.

While they were working in the schools, frequent meetings of the whole group with the resident supervisor would help to integrate the work, equate theory and practice, and provide needed help as problems arose. One advantage of this type of seminar, it was argued, would be the opportunity for students to learn something of the total school program on both elementary and secondary levels.

A young man on the staff of the laboratory school, who had had experience in teaching in the elementary school and in a number of areas in the high school, was released from other duties during the second quarter to act as resident supervisor. The plan was presented to the students and received such enthusiastic response that we were able to select the twenty-five participants from about twice as many applicants. We were very careful to select a representative group, however, in order to avoid the charge that the plan would work with superior but not with average students. We also tried to have students interested in teaching on as many grade levels from one to twelve as possible.

The first off-campus center is chosen. The location of the first off-campus center for student teaching was chosen by application of a number of criteria² set up by the committee in charge of the experiment. We believed that a desirable center for student teaching should possess the following characteristics:

1. The school staff and community are generally interested in having the college use their school as a student teaching center.
2. The school staff is cooperative in that there is a desire to grow professionally and to help students grow.
3. There are opportunities in the school system for students to participate in a superior total school program and an on-going plan of curriculum improvement.
4. The community can provide adequate living facilities for students.
5. The center is far enough away that students will tend to break with campus activities (at least 30 miles) but not so far away that staff specialists will have to travel unduly (at most 75 miles).
6. The center is large enough to provide a wide selection of schools and teachers but not so large that the students are unnecessarily scattered or that community participation is difficult.

On the basis of these criteria, Cambridge, a village of about five thousand population and located forty miles west of Midlands, was

² Adapted from criteria for selection of centers used in the off-campus student teaching program at the University of Tennessee.

chosen. Its high school had been used for student teachers for some years, and the staff and community were used to working with the college. Ed and I met first with the superintendent and his principals and then with the Board of Education to discuss arrangements. We also saw that the whole affair got sufficient publicity in the local press so that the community was informed as to the purposes and organization of the project.

The new plan is carefully evaluated. I am not sure that the staff of the Cambridge schools realized how much they would be visited during the eight weeks that our students were in their schools. If they had, they might have been less eager to have the students come. People from our college faculty who had not been in a public school in twenty years went out to Cambridge to see what was going on. Whenever possible, William Moore, the resident supervisor, persuaded them to stay for the seminar so that they might hear just what the students had to say about their experiences.

At the end of the quarter we had a full-scale evaluation of the experience, using students' diaries, resident supervisor's records, reactions of teachers and administrators in the Cambridge schools, and the observations of our own supervisors and visiting faculty. When all the evidence was in we found certain advantages and disadvantages³ to be quite definitely substantiated by this trial experience.

There were four *disadvantages*:

1. Students are separated completely from campus life for nine weeks during the senior year when there are many activities in which they would like to participate and in which their participation is needed.

2. Living off the campus is an extra financial burden for students who have limited means or who have jobs in Midlands which they have to give up.

3. The student may be deprived of the close supervision of a specialist in his area who might be expected to give him help on his special problems.

4. The plan depends for its success on the public relations program. With so many people involved the chance for confusion and friction is very great.

And there were impressive *advantages*:

³ Adapted from an analysis of the advantages and disadvantages of the off-campus center plan of organization at Pennsylvania State College.

1. An indefinitely expandable laboratory for the teacher education program is secured.

2. The plan provides a variety of public school settings to enrich the program of the teachers college.

3. An experience in community living becomes a part of each student teaching assignment.

4. The resident supervisor has an opportunity for intimate, consistent supervision of student teachers and a chance to get to know the "whole" student through many informal contacts of daily living.

5. Student teachers have an opportunity to develop the ability to understand, appreciate, and maintain proper working relationships with other student teachers, other staff members, and administrators in a total school program.

6. The centers provide real school situations in which college staff members are constantly in touch with an operating school system.

As a result of the evaluation and the discussion which followed, it was decided to continue to expand the off-campus programs and to set up more centers. Two centers were used during all quarters last year, and a total of 150 students participated in the programs which were in operation there. This year we have four centers operating, and about 360 students will participate. This is about two-thirds of our present senior class.

Experience suggests several possible improvements. While definitely believing that the advantages outweigh the disadvantages of the plan, we have tried to improve our procedures to overcome some of the objections offered.

The members of the subject matter departments are being used as resource persons and, because their students are concentrated in fewer centers, they have been able to have almost as many contacts with the centers, they have been able to have almost as many contacts with the expenditure of a great deal less time. In fact, in a few instances, it has seemed that the new plan has actually increased the amount of supervision by departments, because they have been called in to work with students on problems that have arisen and have taken a very active interest in carrying through in the situation. This doesn't mean that all our subject matter departments are reconciled to the centers and resident supervisors by any means, but it does mean that we feel that progress is being made.

We have also tried to deal with the objection concerning the chances for confusion and friction in the program by developing an informal

agreement which states in some detail the responsibilities of both the college and the school system. This isn't a contract, but it is a statement of policy which has helped to keep relationships clear. Each agreement is a little different, since local factors are considered, but I will enclose a typical one ⁴ to show you what they are like.

A WORKING AGREEMENT
CONCERNING COOPERATIVE WORK
WITH STUDENT TEACHER

CENTRAL STATE TEACHERS COLLEGE AND CAMBRIDGE PUBLIC SCHOOLS

I. General Statement

Central State Teachers College and the Cambridge Public Schools, under the direction of the Superintendent of Schools, plan to cooperate in a student teaching program in the city school system during the school year 1957-58. Approximately twenty-five students will live in Cambridge each quarter and will spend full time under the immediate direction of the cooperating teachers in the Cambridge Schools.

II. Supervision of Student Teachers

Each group of student teachers will be accompanied by a college staff member, the major portion of whose time will be devoted to cooperative work with the Cambridge teachers in administering and supervising the student teaching program. Although cooperative endeavor in the interests of children and student teachers must always be the goal as the cooperating teachers and the college supervisor assist the student teachers with their experiences, lines of ultimate responsibility are drawn as follows:

1. The student teacher will be responsible directly to the cooperating teacher for his work in the classroom.
2. The C.S.T.C. supervisor is responsible to the college for the adequate preparation of the prospective teacher, and must therefore exercise final authority for placement of students. When placement has been made the college supervisor will, for the duration of the assignment, have the role of resource person in relationship with the cooperating teacher and the student teacher.
3. Since the responsibility for the educational program of the classroom resides in the cooperating teacher, suggestions which the Cambridge supervisory staff wish to make to the student teacher should probably channel through the cooperating teacher.
4. When relationships are successful, the above three points need in no way inhibit free communication among all the parties concerned. Promoting a wholesome, natural learning environment is a primary goal of both college and city staff personnel.

⁴ Agreement adapted from a form developed by Pennsylvania State College, Department of Education, 1950.

III. Selection of Cooperating Teachers

The college supervisor with the help of the administrative and supervisory personnel of the Cambridge Schools will select the cooperating teachers. No teacher shall be asked to accept a student teacher who has not expressed his willingness to do so.

IV. Housing

The College and the assistant superintendent of the Cambridge Public Schools will prepare a list of approved homes from which the student teachers may select rooms. Except for general oversight by the college supervisor, housing arrangements are the complete responsibility of the student teacher. The Cambridge Schools will provide office space for the college supervisor and will make available a room for meetings with student teachers.

V. Financial Arrangements

The College will pay to the principal of each school the sum of \$50 for each student teaching assignment, all checks to be delivered at the end of the quarter. This money will be used by the teachers of the school for such purposes as the total group shall decide with all members of the staff having an equal vote in the decision.

Signed

for Central State Teachers College

for Cambridge Public Schools

I do not anticipate that we shall soon achieve our goal of having all student teachers in off-campus centers. For one thing, we have been able to meet the objection in regard to financial burden by assigning students with special need to teaching in Midlands where they can continue their jobs or at least incur no extra expense. There are also other students who, because of campus responsibilities or family reasons, would find it a hardship to leave the city for an extended period.

Those students will continue to be assigned to nearby schools. *Two major problems must still be solved.* The two big difficulties which we have not yet solved are those which have to do with obtaining adequately qualified cooperating teachers and resident supervisors. We feel that we can gradually improve the quality of the supervision the students get in the classroom by continuing to use the same schools and providing in-service preparation for the teachers who are cooperating with us. Also, the resident supervisor can greatly increase the effectiveness of the cooperating teachers in a center through group meetings, courses for which the college gives credit, and many informal contacts.

The second problem, that of securing qualified resident supervisors,

is more difficult to deal with. These persons require a wide background of experience along with extraordinary skill in human relations. Such persons are very hard to find. So far we have been able to use persons who were already employed on our own campus, either in the laboratory school or in the supervision of student teachers in the city schools. However, we have about exhausted the supply of qualified persons and any further expansion of the program will make it necessary to look for new personnel.

It seems important that the same staff members should not continue to work in the off-campus centers year after year—that it should be a rotating responsibility shared by a large number of the teachers college staff. If we are to realize the greatest possible benefit from our association with these centers, they should provide contacts with field situations for all departments of the college and for many individuals. As yet we do not know how to secure this wide participation without sacrificing the quality of the program.

Certainly there is a great need for persons who are willing and able to supervise student teachers as well as teach college courses. I wish that the graduate schools which are preparing staff members for teachers colleges would give some attention to preparing the type of person that we need. Until they do it is a problem that will face every institution which tries to institute a program of off-campus student teaching. In fact, the qualities which are needed in our resident supervisors are the same ones which any person must have who is to work successfully in a program which emphasizes all types of laboratory experiences. I am convinced that any widespread implementation of Standard VI is dependent upon securing such persons for the staffs of our teacher-preparing institutions.

A goal is reached; full-time student teaching is required. Next fall will be the first time that all students will be required to do full-time student teaching for one quarter. Each student will be scheduled for teaching during the third quarter of his junior year or the first or second quarter of his senior year, so that there will be an opportunity for experiences following student teaching for all students. They will be expected to do their teaching in off-campus centers unless they are approved for special assignment for the reasons which I mentioned previously. All of the students who remain on campus will meet together for preliminary orientation and seminar groups to give them some opportunity to work together on general concerns.

The student teaching program at Central has now reached a place where our chief task is to consolidate our gains and to continue to work toward improvement within the present framework rather than to consider any further major changes for the present. The problems of personnel and of integration of the student teaching program into the total professional preparation of the student should work themselves out when we can begin to get wider participation among staff members in the supervision of our off-campus centers. There is a new man in the mathematics department this year who has had a wide background of experience and who thinks that he would like to take on one of the centers as a resident supervisor for one quarter next year. Who knows, he may help to establish a precedent which others will follow if we can arrange to have him released for this work.

I suspect that you are wondering what reorganization of our present staff was needed to make the changes that I have described. There is no one answer but over the five-year period a number of different things have happened. Some of the departmental supervisors are teaching courses in their own departments while others are teaching full-time in the laboratory school. The two elementary supervisors who worked with me have both taken over the supervision of off-campus centers and two of our laboratory school teachers are now working in the other two centers.

Ed and I have worked very closely in setting up new centers and in their supervision but, as the program has gotten under way, we have been able to divide the work so that each of us has more time to devote to aspects of the program of laboratory experiences other than student teaching. And it is those aspects I want to tell you about next.

EDUCATION IN HUMAN GROWTH AND DEVELOPMENT

You will remember that another goal in my five-year plan for implementing Standard VI had to do with the revision of the professional courses to form a unified sequence which will extend throughout the four years of the college program and will provide many experiences with children prior to student teaching. Progress in the whole area of curriculum revision is much more difficult for me to describe or to evaluate than that of the student teaching program. We have proceeded on a very ragged front and at times have seemed to go backward rather than forward in our efforts. (I have listed on a separate sheet the courses in the elementary education curriculum in 1953 and in 1958 to

give you an idea of the changes that have been made.) Our professional sequence, if you can call it that, is still very irregular and some students have much greater opportunities for direct experiences than others. Also, some kinds of experiences are much more adequately provided for than others. I think that I will not bore you with a full recital of all our ups and downs, but I will describe five areas where we feel that we have made some progress. The first of these was our course in Human Growth and Development.

The sophomores study human growth and development. During my first year at Central, the Committee on Professional Sequence, which had been organized the previous year, reached the conclusion that the two required psychology courses and a course called Home and Family Living, taught in the Home Economics Department, might well be combined into a single course which would run throughout the year. A subcommittee was organized to submit a plan for the content of the course, and as a result of some rather fundamental disagreements, not one plan but two were finally presented. One group believed that the longitudinal approach, the consideration of the various characteristics of growth as they develop from birth to maturity, was the better plan of organization. The other group was equally sure that a study of various age levels and the characteristics of each, the horizontal approach to development, was definitely superior.

As a result of our consideration of these plans, two groups of students, roughly equal in ability and background and all of them volunteers, were organized into what we called "exploratory courses" for the next year. These groups had different instructors and were committed to trying out the two approaches which were advocated by members of the staff.

Sometime, Ann, you must come and visit me for a long time so I can share with you some of the records which we have of that first year's experience with the course in Human Growth and Development. The two instructors met with Ed Strong, Dr. Speare, and me weekly to plan and to evaluate as the course progressed. Students in one group kept individual professional diaries. The other group prepared a class log with members of the group taking turns writing up daily activities. Those records, together with the reports of our planning sessions and the plans of the individual teachers, make about as complete a picture of a year's work as you are likely to find.

CENTRAL STATE TEACHERS COLLEGE
ELEMENTARY EDUCATION CURRICULA

1953	FRESHMAN YEAR	1958
Orientation to Ed.	4 qt. hrs.	Prof. Orientation 4 qt. hrs.
Freshman English	8 qt. hrs.	Communications 12 qt. hrs.
Science	12 qt. hrs.	General Science 12 qt. hrs.
Personal Hygiene	4 qt. hrs.	Pers. Orientation 4 qt. hrs.
Contemp. Civilization ..	12 qt. hrs.	Humanities 12 qt. hrs.
Speech	4 qt. hrs.	Mathematics 4 qt. hrs.
Prins. of Geog.	4 qt. hrs.	Library Science 1 qt. hr.
Library Science	1 qt. hr.	Physical Education 2 qt. hrs.
Physical Education	2 qt. hrs.	
	SOPHOMORE YEAR	
Children's Lit.	4 qt. hrs.	Child. Lit. & Dram. 4 qt. hrs.
Creative Dramatics	4 qt. hrs.	Contemp. Civil 12 qt. hrs.
United States Hist.	8 qt. hrs.	Tch. of Art 4 qt. hrs.
State & Local Gov.	4 qt. hrs.	Tch. of Music 4 qt. hrs.
Arts in Civ.	4 qt. hrs.	Tch. of Phys. Ed. 4 qt. hrs.
Intro. to Music	4 qt. hrs.	Geog., Prins. & World .. 8 qt. hrs.
Home & Family Living..	4 qt. hrs.	Human Growth & Dev. . 12 qt. hrs.
Tch. of Music	4 qt. hrs.	Physical Education 2 qt. hrs.
Child Psychology	4 qt. hrs.	
World Geography	4 qt. hrs.	
Physical Education	2 qt. hrs.	
	JUNIOR YEAR	
Advanced Comp.	4 qt. hrs.	General Curriculum 24 qt. hrs.
Indust. Arts	4 qt. hrs.	U. S. Hist. & Gov. 12 qt. hrs.
Tch. Lang. Arts	8 qt. hrs.	Advanced Comp. 4 qt. hrs.
Tch. Mathematics	4 qt. hrs.	Electives 8 qt. hrs.
Tch. of Art	4 qt. hrs.	
Tch. Phys. Education ..	4 qt. hrs.	
Educational Psych.	4 qt. hrs.	
Tests & Measurements ..	4 qt. hrs.	
Electives	12 qt. hrs.	
	SENIOR YEAR	
Tch. of Science	4 qt. hrs.	Philosophy of Ed. 4 qt. hrs.
Tch. of Soc. Studies ...	4 qt. hrs.	Student Teaching 16 qt. hrs.
Elemen. Curriculum ...	4 qt. hrs.	Directed Electives 8 qt. hrs.
Student Teaching	8 qt. hrs.	Electives 20 qt. hrs.
Seminar	4 qt. hrs.	
Philosophy of Ed.	4 qt. hrs.	
Electives	20 qt. hrs.	

Our evaluation of the experience showed almost no difference in the achievement of the two groups when measured by a composite test developed by the two instructors or by a test of general psychological background such as was given to the students enrolled in the regular courses. It also confirmed the conviction, which we had all been gradually developing as we worked through the year, that it is practically impossible to confine a class consideration to either one of the two approaches. We had come to believe that some combination which would enable the student to develop a gradually broadening view of the process of growth, while at the same time becoming aware of the outstanding characteristics of a single age group, was the better approach for a course of this type.

We experimented for another year with a small number of groups, and then the course in Human Growth and Development became a required course for all sophomores. This last year there were ten sections. The three staff members who were teaching the course continued to meet regularly to plan together and to consider ways of improving the learning situation. This group have been largely responsible for the direct experiences in the sophomore year and have been untiring in their efforts to build a really fine program of professional laboratory experiences. When I see what has been done in this area, I am able to look with more hope at spots where much less progress has been made. One of these is our program of participation in the work of community agencies.

Community agencies provide laboratory experiences. Back in 1954, when our laboratory school and the schools of the city were still so overrun with students that any expansion of a program of direct experiences in the schools was impossible, a group of students in our first course in Human Growth and Development made a survey of community agencies which might provide opportunities for laboratory experiences. Succeeding groups used the survey to plan for their own experiences in working with children and youth in out-of-school situations and added other resources as they became known. By the time Human Growth and Development became a required course for all sophomores, the program of participation in community organizations had become an accepted part of course activities. I don't need to go into details concerning the organization. The various instructors in Human Growth and Development have always assumed major responsibility for the assignment and supervision of the experiences, while Ed

and I have coordinated the program on the elementary and secondary levels respectively.

The actual operation is similar to that of a number of other programs that have been rather widely discussed and written about. In fact, I read an article the other day by a member of the staff of Elm City Teachers College in New England which described a program very similar to ours.

There are two important differences between Elm City's program and ours, however. One is that our community participation experiences have always been an integral part of course work and not something added on as they seem to be at Elm City. My knowledge of the way people learn, and my study of Standard VI, have convinced me that ours is the better plan.

A second difference is that their underclassmen apparently participate freely in the program, while ours, because of their large number, have only one quarter of supervised work in community agencies. The problems of securing a sufficient number of carefully selected situations and of supervising between five and six hundred sophomores in their work with the community agencies have prevented us from expanding the program. It is one of the things which we are most anxious to do when, and if, we get additional staff members.

Some participation in local schools is planned. Within the last year, it has been possible for a good many of the sophomores to have some chance to work in the schools of Midlands. They have participated in all sorts of school activities: supervising playgrounds, helping with noon lunch, working with craft and special interest clubs, and assisting in classroom activities. We hope that we may develop a program in which all of the sophomores will have an opportunity for at least one quarter of participation in one of the local schools as well as experience with a community organization. This may not be realized in the near future, but we have definitely made a start.

A PROGRAM OF SEPTEMBER FIELD EXPERIENCES

Another area in which a good many of us feel some progress has been made is the development of a program of September field experiences. Back in the days when there was no chance of increasing direct experiences through the use of the laboratory school or the schools of the city because all the facilities were being used for student teaching, we recognized the need of the students for more contacts with children

before they began their student teaching. So in the fall of 1955 we decided to try out the Ohio State plan of September field experiences.⁵ You are sure to recall something about this plan; it has been used at Ohio State for something over fifteen years. Students go out into the schools for two or three weeks during September and engage in all sorts of activities which give them some idea of the organization and functioning of the school.

Participation is voluntary. We started our program by suggesting that the sophomores spend time visiting the schools of their home towns as a preparation for the work of the sophomore professional courses. The first year there was a rather small group, and the whole thing was run on a very informal basis with the students finding their own situations and with no organized attempt on our part to evaluate the experience.

During the year, however, word began to come to us from the instructors in the sophomore professional courses that the students who had participated in the September field experiences were showing evidence of having gained a good deal of insight and were almost uniformly enthusiastic about the experience. In our trips out into the state we talked to principals and teachers in whose schools the students had worked and found that they were very anxious to have as many students as we could send them and hoped the program would be continued and enlarged.

That spring we made a definite point of advertising the September field experiences and set up some procedures by which students could indicate their intention of participating. We decided to continue the program as a noncompulsory and noncredit experience, but arranged that an evaluation and a written record of the activity might be substituted for some of the required work in Human Growth and Development. For the most part, we attempted to interest students in the program on the basis of the opportunities it offered to see the whole school at work, to find out what the teacher does, and to form a background for the professional work of the next three years. The second year almost a hundred sophomores spent two or three weeks in the schools during the time before the college classes started in the fall, and last September there were three hundred students in over a hundred schools in this and other states.

⁵L. O. Andrews, "School Exploratory Experience for Prospective Teachers," *Educational Research Bulletin*, 29:147-57, September 13, 1950.

Administrative arrangements are simple. We have tried to keep the administrative arrangements as simple as possible. In the spring the students have the plan presented to them in classes and several meetings are held during which they listen to an explanation of details and have a chance to hear students who have participated in previous years tell about their experiences. The students are enthusiastic salesmen. The credit for the growth of the program goes largely to those who have taken part and have come back to tell their friends about it.

The students are given application blanks and materials which help them to select a school, get in touch with the principal, and complete any other arrangements. Each student is responsible for choosing the school to which he will go. Usually the student lives at home. It is recommended, however, that students interested in high school work do not return to the school from which they graduated only a year or two before because of the difficulty of establishing status as an assistant staff member in such a situation.

The student arranges for an interview with the principal of the school in which he wishes to work. He explains the plan and leaves the printed material which he has been given. If the principal is willing to have the student in his school he signs the approval blank and returns it to the college. During August our office checks the plans of the student by sending him a postcard which he is asked to sign and return. We also write a letter to the principal reminding him that the student is coming to his school and expressing appreciation for his willingness to cooperate.

For the last two years Ed and I have visited schools where our students are participating in the September field experiences to talk to the students and to the principals and teachers with whom they are working. Of course, we have never been able to visit nearly all of the schools, but we have gone to enough to become convinced that our students are having a good many valuable experiences as well as rendering real service to the schools where they are assisting.

We have asked the students to make reports of their activities and have also asked that a simple evaluation form be filled out by the principal or a teacher in the school where the student is participating. In general, we haven't been too well satisfied with these evaluations. They have been rather consistently made up of a series of pleasant generalities and haven't been too helpful in enabling us to gain insight into the student's potential ability as a teacher. The revision of this

form will be part of a larger study of evaluation that we plan to undertake next fall.

New values are discovered. As we began to shift our student teachers into the off-campus centers and it became possible to use the laboratory and city schools for direct experiences prior to student teaching, some of us felt that the September field experiences might become less necessary and would possibly be discontinued. However, the last year has brought an interesting development. The juniors and seniors are beginning to participate in the program as a means of gaining added experience in a variety of situations, of having some opportunity to work at a level above or below the one on which they expect to concentrate their major efforts, and of participating in the activities attendant upon the opening of school for the new year. Next fall a number of our seniors plan to spend two or three weeks in the schools where they will be doing student teaching to see the opening of school and to gain some orientation for the work they will undertake later.

Those of us who have been working with the program have come to believe that these latter functions of broadening experiences and providing an opportunity to see the beginning of the school year are perhaps the greatest contribution which our September field experiences can make and we are now planning to extend the program to include juniors and seniors as well as sophomores.

Integration remains a problem. There has been considerable discussion about giving credit for the September experiences as part of our professional education sequence, and it does seem only right that some credit should be given. We have recently appointed a committee which is considering this question as well as making a study of the whole program to determine its values and how it may be better integrated into the total professional program than it has been previously.

At present, the problem of devising ways of making the experiences gained in the field function as a part of the total program of professional preparation is a serious one. Some of us feel that one partial solution might be to employ as many members of the college faculty as possible to supervise students in the field during September. If staff members were able to see what the students were doing in the schools, they would be better able to make use of the background of experience in their classes. However, that sort of thing would cost money and it will have to be considered along with our other needs when the budget is made up.

REORGANIZATION OF JUNIOR PROFESSIONAL COURSES

After the course in Human Growth and Development was under way, the professional sequence committee turned its attention to other parts of the program. The next major consideration was the profusion of methods courses which were required in the elementary education curriculum. You may remember that we had a total of seven special methods courses which were required of majors in elementary education.

The problem of the methods courses was one of the toughest to deal with because of the vested interests involved. Each department believed itself uniquely endowed with the right to teach the methods courses in its area, and persons who had spent almost their whole time for a number of years in teaching a particular course were likely to be something less than enthusiastic about its removal or combination with other courses.

A general curriculum course is set up. It was a long, tough struggle and we have moved by various slow stages which are too involved to tell about here. One or two teachers of methods courses showed an inclination to work together, and we encouraged all possible cooperation, even to scheduling some divisions of two courses in consecutive hours so that the groups might work together during a longer period. From these small combinations and beginnings of cooperative work, we moved last year to a general curriculum course which meets for four two-hour periods a week during the junior year. Lest the term "general curriculum" be misleading, let me hasten to explain the limitations of the course as it now operates.

In the first place, it is a combination of some, not of all, of the methods courses. The full title reads: The Curriculum for Children; Social Studies, Science, Language Arts, Arithmetic Methods Courses. Methods in art, music, and physical education are still taught separately. Besides methods, the general course includes the content of two other required courses, Elementary Curriculum and Tests and Measurements.

You will notice that I have avoided saying that we have a unified curriculum course because the actual unification is still a long way off. In fact, I think that our present state might be considered somewhat like that of the various branches of the armed services during the early days of unification, when the structure was present but the actual operation left much to be desired. Let me explain how the plan worked this last year, which was the first year for the general curriculum course.

The course organization is carefully planned. There were six teachers involved in the teaching of the ten sections of the general curriculum course, one each from the science, mathematics, and social studies departments, and three from the education department. All three of the education people had taught the language arts methods courses. They became the coordinators of the program, two of them assuming responsibility for three sections each. The third had a lighter teaching load and was responsible for four sections. He also acted as chairman of the whole staff group. (The enclosed chart will show you how details of the organization were worked out.)

The first week of the course was a general orientation period when three or four sections met together for part of the time and then broke into discussion groups with the whole staff participating in the work. The last week was spent in such the same way, with a general evaluation of the work of the year conducted by the whole staff and any other members of the faculty who wished to participate.

A special methods teacher was assigned to each of the ten sections of the course for a period of six weeks, during which time he met with the group for two hours a day on three days of the week. The language arts block consisted of two six-week periods because of the greater amount of work necessary in the teaching of reading. In addition to the time spent with individual groups, each special methods teacher was on call as a resource person for any group that might need help.

Time was allowed in the program for what we came to call integration periods for lack of a better name. One two-hour class period each week was allowed for each division to meet with its coordinator to consider general problems of the curriculum and of the integration of subject matter areas. There was also a total of four weeks during the year when each group met regularly with its own coordinator for a week or two at a time, for discussion not specifically related to subject areas.

As you look at the chart you may wonder why the time which each group spends with its coordinator is spaced so unevenly and why some groups have integration weeks at the beginning of the year when there is obviously little or nothing to integrate. If you will study the chart more closely, however, you will see that this arrangement is necessary in order to equalize somewhat the teaching loads of the instructors, particularly those who act as coordinators. At best these coordinators carry a heavy load. They all insist, however, that the concentration of their planning and teaching efforts on one course is less tiring than the

usual teaching load of three or four classes. Hence, they do not mind the extra hours.

We hope that we can add one more person to the staff of this course within a year or two. Such an addition would not only permit more flexibility and a more helpful arrangement of the integration periods but would also free staff members for planning and supervising the additional laboratory experiences which we need so much.

The use of the integration periods varied markedly. One of the coordinators used the periods almost exclusively for more work in her own field of the language arts. The second one used the time to have the students write resource units in various subject matter areas. The special methods teachers were often called in to discuss and evaluate these units with students. The third coordinator, who was chairman of the staff panel, carried on activities which gave us a glimpse of the possibilities the course will offer when we have learned to make the most of it.

Miss Wilson's groups used their integration periods to study the total school program in relation to the needs of the child, and planned experiences on different grade levels which utilized the contributions of all of the subject matter areas in a functional approach to learning. Individual members of the groups spent time in working with classes in the laboratory school, and the experiences of the integration periods were planned with reference to a particular situation. The classes invited the special methods teachers to participate on panels where they discussed and evaluated the students' plans from the standpoint of the opportunities for learning in the various subject matter areas. Some of the panels were exciting affairs as members of different departments vied with one another in pointing out the contributions of their special fields to the problems being discussed. There were many occasions when tact and quick thinking were required to prevent differences of opinion from getting out of bounds, but for the most part the specialists rose to the occasion with good humor and adaptability.

Prospects for improvement are bright. I have been so preoccupied with organization that I have said almost nothing about the content of the course. Naturally, that varied greatly because each special methods teacher was pretty much continuing to teach the methods he had taught before. However, the whole staff did have weekly planning sessions. They discussed the work they were doing with the idea that it would help the special methods teachers to see relationships and aid the co-

ordinators in their integration periods. Some very good things happened at these sessions, and the cooperation in regard to laboratory experiences was especially promising.

With almost all of the student teaching being done off-campus and the sophomore experience concentrated in the community, it has become possible to use the laboratory school for participation and for demonstration classes. During the past year the students in the general curriculum courses had opportunities to see many of the things which they discussed in class put into operation in the laboratory school. In many instances they were able to do a good deal of participating and a little actual teaching. The staff of the curriculum course worked very closely with the laboratory school staff and each student averaged about one hour of class time and one hour of out-of-class time each week in observing demonstration lessons or participating in the laboratory school. The staff are anxious to increase the amount of time devoted to participation. Such activities are exceedingly difficult to schedule, but they are still trying.

I know that you are going to ask me if the structure of the course is really as rigid as I have described it, and my answer is that right now it cannot be anything else. The practical considerations of time schedules and equal distribution of class load make a fairly definite and rigid organization mandatory until we can get real integration.

But somehow, I am not very worried about starting with such a structure. The fact that six people who are teaching the course are spending several hours each week in planning together and that they are cooperating in activities such as I have mentioned makes me sure that they are going to be able to gradually break down the structure when they no longer need the security which it gives. I am convinced that in another five years we may have a course which will center around the principles of guiding the learning of children rather than around the methods of teaching subject matter.

REVISIONS IN REQUIREMENTS FOR SENIORS

The senior year of our professional sequence has not changed a great deal. Student teaching, of course, is now full-time for all students, and may be scheduled during the spring quarter of the junior year or the fall or winter quarter of the senior year. No student takes student teaching in the spring quarter of his senior year unless he has special permission to do so. There has been some dissatisfaction about

students going out to teach without having completed the general curriculum course. However, we were very careful in our selection of the students who did their full-time teaching as juniors last spring, and we could not see that they had any special difficulties. Since they are still required to have the third quarter of the course, I know that it is going to be a terrific job to schedule them next year for sections where they will be able to get the parts of the course which they missed.

I believe that we are right in not allowing student teaching to be done in the third quarter of the senior year, but I have to admit that there are some practical difficulties. We definitely need to have a curriculum course after student teaching which will be conducted on a workshop basis and will allow persons to work on individual needs revealed during their teaching. Until we get that, we will have to do the best we can to help them within the regular course. Probably we will also continue to select a comparatively small group of juniors to do student teaching, to cut down on the difficulty as much as possible.

Directed electives provide for individual differences. One innovation of which we are particularly proud is the provision for extensive electives in the senior year and particularly the eight hours of what we call Directed Electives. It has always seemed to me that the senior year is the time when the student really knows what he wants to do and what he needs to know in order to do it. The new program calls for a total of twenty-eight quarter hours during the four years which a student may devote to an area of special interest or to preparation in a special field. The directed electives, however, are planned by the student and his adviser after the completion of student teaching. They may consist of further laboratory experiences or teaching in a chosen field, of independent study or class work in a professional area in which the student and his adviser believe that he needs greater competence, or of general education courses in subjects where the student has insufficient background.

The directed electives are our most effective means so far of really taking into account individual differences and providing a place where the special needs of students are met. After two years of experimentation we are convinced that the idea has many possibilities which will be realized a lot more fully as all of us become more flexible and creative in devising ways of meeting the students' needs.

Philosophy of Education is the capstone of the professional sequence. For almost all students, Philosophy of Education is now scheduled in

the quarter immediately following student teaching. Dr. Speare teaches all of the sections himself since Dr. Standish retired, and he does a wonderful job of helping the students to formulate their beliefs and to integrate them into a really functional philosophy of education which is closely related to their own experience and checked in terms of how they actually operate. It is an experience that the students rate as one of the very best they have here at Central.

COOPERATIVE DEVELOPMENT OF FRESHMAN COURSES

You may wonder why I have not said anything about the freshman year in my discussion of the professional sequence. In the first place, there have been no great changes in that year; Orientation to Education is still our only professional course. There have been very fundamental changes in the organization of the whole freshman program, however. I have said a number of times that I felt I should concentrate my efforts on professional education but that I was very much interested in seeing some work done in the area of general education.

And a great deal of work has been done on the freshman courses. The same gradual approach which I have described to you in connection with the introduction of our course in Human Growth and Development was used. A new, integrated course in Communications was planned, tried out, revised and tried again, finally accepted and made a general requirement. Now all freshmen, no matter what curriculum they intend to follow, take the same basic courses in their freshman year. Communications, Humanities, and General Science are courses which are cooperatively planned and taught by members of different departments. These three courses extend throughout the freshman year. Single-quarter courses in personal and professional orientation and in mathematics complete the freshman program.

Last year six hundred freshmen were organized into three divisions, with seven sections in each division and about thirty students in each section. The staffing of the courses was done in such a way that as far as possible, a single instructor worked within one division each quarter. Coordinators for each division were appointed, and an attempt was made to have regular meetings of the staff members working with a particular group of students. So far, the coordination has not gone much further than that. Like our general curriculum course, however, the organization seems to provide for the development of some very vital kinds of cooperative activities when the group are sufficiently well

oriented to begin to see further possibilities in the integration of their efforts.

Extended program of direct experiences is foreseen. Some of us in the Education Department have been thinking in terms of direct experiences which could be worked out as a cooperative venture. We are biding our time, however, and will keep our suggestions until the freshman staff seems to be ready to listen to them. I have become more and more convinced that timing is a vital factor in any program of curriculum change. I have seen ideas totally rejected at one point which were accepted enthusiastically a year or a month or even a day later. Not that I pretend to know when is the best time to make my suggestions, but I am slowly learning quite a lot about when to keep still.

THE INFLUENCE OF STANDARD VI

As I think back over what I have written I find that I have very seldom referred to specific aspects of Standard VI in my description of our developing program; in fact, I have said almost nothing about the Standard. And yet, the principles on which the Standard is based are inherent in almost every line I have written. They have been the guideposts which have shown us the direction during all our efforts to improve our program of professional laboratory experiences, and they are still pointing ahead to action that we need to take in the future. Somehow it seems that the philosophy of Standard VI has become so much a part of our thinking that we accept it as the basis for the things we do without fully realizing the source of our convictions. I know you will agree with me that a philosophy that shows itself in action is the only kind worth having after all.

Standard VI constantly stresses the cooperative development and carrying through of the program of professional laboratory experiences. That is certainly one of the places where we have been operating in accordance with the philosophy of the Standard. It must be perfectly apparent to you, as it is to me, that without the cooperative efforts of a wonderful group of workers who are genuinely interested in building a good program for the preparation of teachers not nearly so much could have been accomplished.

Five years ago I listed the things which I saw as the goals toward which I wanted to work. Now I have no personal Second Five-Year Plan to offer. But throughout this account I have talked about specific things that we are hoping to accomplish, ends that we are working to-

ward, problems whose solution we are seeking, new studies that we hope to undertake. It would seem that my plans have changed from general individual aims to specific group goals—that any plans I make now I make as a member of a group concerned with a specific problem.

If that is really true, and I hope it is, then perhaps there is another area of growth that should be added to those which I have already mentioned. Perhaps the Coordinator of Professional Laboratory Experiences has grown through her participation in the program of curriculum development at C.S.T.C. as much as or more than any other staff member. Really, Ann, I believe that is true, and I am looking forward to the next five years with the greatest anticipation as all of us here continue to work—and to grow—together.

As ever,

Jane

Jane A. Randles
Coordinator of Professional
Laboratory Experiences

JAR/rm

8 REPORTS OF PROGRESS IN IMPLEMENTING STANDARD VI

The Association for Student Teaching held its annual convention at Middletown University in February, 1958. Jane Randles took a chance on the weather and drove her car to the three-day meeting. Dean Kenneth Evans from Elm City Teachers College arrived by train after a brief stopover in New York City. John Conboy's plane was delayed and he reached the convention hotel barely in time for the opening session on Tuesday evening.

At the close of the meeting these three and Dr. William Linton, the executive secretary of the AST, met to plan the next day's program.

"How about a little briefing as to how we'll be operating tomorrow, Bill?" asked Dean Evans. "It might help us to get started if we have the setup clearly in mind."

PREPARATION FOR A PANEL DISCUSSION

"Good idea, Ken," agreed Dr. Linton. "As I wrote you, the program tomorrow is in two parts. First, there is to be a general session at which a panel will lead off on a discussion of progress in implementing Standard VI. I have been asked to act as chairman of the panel, and you three have been chosen to participate because you represent institutions with quite different programs and problems and ones which have been actively engaged in working toward implementation of the Standard. In size alone there is a wide difference in your institutions. What do you have now at Central State Teachers College, Jane—a student body of about a couple thousand?"

"Twenty-two hundred this year, Dr. Linton. We have just about three hundred and fifty seniors, two hundred of them majoring in elementary education."

"We have less than a hundred students in the whole Division of

Education at Jefferson," put in John Conboy. "About a third of those are elementary education majors. The College of Arts and Sciences has a total enrollment of over two thousand, but less than seven hundred in the Upper Division due to our very heavy concentration of pre-professional preparation."

"Obviously your problems are going to be very different from those encountered by Ken Evans at Elm City Teachers College, where everyone is preparing to teach. What is your enrollment now, Ken?"

"A few over six hundred this semester," replied Dean Evans.

"The committee which planned the program," continued Dr. Linton, "felt that a description of the things you are doing in your three institutions ought to offer suggestions for just about anyone interested in improving the program of laboratory experiences in his own institution. So they suggested that the panel discussion might well center principally on what you have done and how you have gone about making changes. The general session will last about an hour and a half and there should be some time for questions from the floor. Then there will be group meetings and each of you will be assigned as a resource person to one of the groups. The discussion of ways of implementing the Standard will continue and there will be an attempt to arrive at some generalizations concerning how progress can best be made. The purpose of the whole program is to give people some ideas they can act on in their own situations."

"It looks to me as if we are going to have to do some thinking about ways of organizing this discussion," suggested John Conboy. "It could become simply a testimonial meeting with each one of us singing the praises of our own programs, if we aren't careful."

"That's right, John," agreed Dean Evans; "and, as I understand it, the purpose of our meeting tonight is to do just that kind of thinking. It seems to me that we might get away from the difficulty you mentioned if we started off with a specific problem concerning some phase of the implementation of Standard VI. One or more of us could comment on the problem in the light of our own experiences while the others asked questions or made additional suggestions. Does that sound feasible to you?"

"Yes, I think it ought to work," Jane said slowly; "but I'd be a lot surer if we had tried it. Do you think it would be a good idea to have a trial run to see what would happen?"

Dean Evans responded quickly. "Let's try and see. How about giv-

ing us a problem to begin with, Bill? What would the crowd tomorrow be interested in hearing us talk about?"

"As I've traveled over the country these last few years," responded Dr. Linton, "I've heard one question asked more often than any other by personnel of teacher-preparing institutions. They all want to know how and where to *begin* to introduce more direct experiences into their teacher education curricula. If you each told something about how you initiated your programs of improvement, it would help to give the group some ideas."

INITIATION OF PROGRAMS OF IMPROVEMENT

"O.K. So we begin at the beginning. Lead off, Jane, and tell us what you did at Central."

Jane Randles smiled wryly. "You believe in making the person who suggests a procedure carry it out, don't you, Dean Evans? Very well, I'll begin.

Central secures additional facilities for student teaching. "At Central we didn't just sit down and *choose* to do something about our program of laboratory experiences," Jane began. "Action was forced upon us. However, we did make the most of the opportunities the situation afforded to make changes which resulted in a better program. The first year I was at Central we had 176 students registered for student teaching in the elementary school. At that time our only facilities were fifteen classrooms in the laboratory school and the nearby city schools. Students were teaching one-hour-a-day schedules for two successive quarters, but even then our facilities were utterly inadequate. There weren't enough schools near the college to provide the necessary facilities if we continued the one-hour-a-day plan, so we had to start considering the advantages of full-time student teaching. We began very slowly with a small volunteer group teaching full-time for one quarter in the schools of the city and living on the campus as usual. Before very long we were able to arrange schedules so that a large proportion of our students were teaching full-time. That led to the establishment of our off-campus centers and the requirement of full-time student teaching for everyone."

"Didn't you do anything about laboratory experiences prior to student teaching?" asked John Conboy.

"Not at first. Our laboratory school was bursting at the seams as it was, and we had to make some arrangements for securing additional

facilities for student teaching before we could hope to provide other experiences. After the student teaching was transferred to the off-campus centers, we were able to use the city schools and the laboratory school for other experiences. Our program is still in its early stages, however. We have practically no direct experiences during the freshman year and quite limited opportunities for observation and participation during the next two years."

Jefferson provides preparation for cooperating teachers. John Conboy then took up the discussion. "We have practically no direct experiences during the freshman or sophomore year," he said. "The program at Jefferson is essentially an Upper Division program with students taking professional work in the Division of Education for six quarters. Our laboratory experiences have been developed as an integral part of the whole professional sequence rather than as a separate concern. However, I suspect that the workshop for cooperating teachers which we sponsored in the summer of 1953 indicated our first major step in the direction of implementing Standard VI."

"Say, that's something I'm interested in hearing more about," interrupted Dean Evans. "That workshop must have made a lot of difference in your student teaching program."

"There's no doubt that having qualified cooperating teachers contributes very greatly to the value of any student teaching experience," continued John Conboy; "but we found other advantages, too. The teachers who had attended the workshop became the nucleus of the group who made it possible for our students to have experiences in the schools prior to student teaching. In fact, I think the greatest improvement which has been made in our program during the last few years has been the building of a fairly adequate program of direct experiences prior to student teaching. We couldn't have made nearly the progress we have without our really splendid group of cooperating teachers."

"When you say cooperating teachers, I take it that you refer to teachers in the neighboring public schools. Does that mean that you don't have a laboratory or college-controlled school?" asked Dr. Linton.

"That's right. We use the schools of the city for all of our laboratory experiences. Our students are scattered in fifteen or twenty different schools every quarter. We send them wherever we feel there is a cooperating teacher who can provide the type of experience they need. One thing that concerns us somewhat is the difficulty some of our students have in gaining an understanding of the whole school program."

We have thought about the possibility of setting up cooperative arrangements with some carefully selected schools near the campus where most of the laboratory experiences prior to student teaching might be concentrated. Such schools would help to take the place of a campus school, especially if the arrangement with the cooperating schools was such as to give the Division of Education at Jefferson an opportunity to work closely with the school staff in curriculum improvement."

"That's what you've done at Elm City, isn't it, Ken?" asked Dr. Linton.

Elm City Teachers College evaluates its program. "Yes, it is, except that we are working with all of the schools of the community rather than with a selected few," replied Dean Evans. "Perhaps, though, I had better go back and tell you how we got started on our present program of community cooperation.

"Elm City Teachers College was evaluated by an AACTE visitation committee in the spring of 1953. That was before my time at the college but it must have made quite an impression on those who participated, for the next fall they initiated a voluntary study group to suggest procedures for developing a program of laboratory experiences which would more nearly implement the provisions of Standard VI. The whole thing looked pretty discouraging at first; but they finally decided to concentrate on securing additional laboratory facilities—there were factors in the situation which made some changes in facilities necessary—and that was the beginning of the two-year program of work and study which finally led to our cooperative arrangement with the city."

There is no one best way to begin. "I wonder if we shouldn't stop right here and look for a moment at what we have said," put in Dr. Linton. "It seems to me that these three illustrations give evidence of the fact that there is no *one* best way to begin to develop a desirable program of laboratory experiences. A single instructor may make direct experiences a part of his courses. The education department may set up a series of experiences in connection with the educational sequence. Staff members teaching different courses to the same group of students may plan laboratory experiences which will contribute to the several areas. Or the whole staff may work out a complete revision of the program on the basis of some such statement of desirable practices as is contained in Standard VI.

"You have told how improvement of laboratory experiences grew

out of a workshop for supervising teachers, a need for extended student teaching facilities, and an evaluation of a program in terms of Standard VI. Each of these approaches, not to mention innumerable others which might have been used, has validity in terms of the situation and of the persons involved. Each may equally well promote the development of an adequate program, as one new practice leads to another and the improvement of one aspect of the program makes possible the progressive improvement of many others."

"You wouldn't be suggesting that we come forth with a generalization at this point, would you, Bill?" asked Dean Evans.

"I might. Do you have one that fits the occasion?"

"Well, it seems that what you have been saying indicates that the point at which change is to be initiated should be determined by the situation and the persons involved. Of course, there is nothing new about this idea; but maybe we can show how it applies here."

An awareness of need is essential. "I think we have illustrated another principle of curriculum change," Jane Randles added thoughtfully. "In every one of these institutions there has been an awareness of a need for improved practices. The cooperating teachers at Jefferson were willing to provide for laboratory experiences prior to student teaching because they saw how much such experiences were needed to make student teaching more effective. The Elm City Teachers College staff became aware of their needs through a comparison with the ideal set forth in Standard VI, while we at Central had our need for more adequate student teaching facilities forced upon us so strongly that we couldn't ignore it."

DIRECT EXPERIENCES A COOPERATIVE RESPONSIBILITY

"I know that we have to be aware of a need and that often such an awareness must be developed," agreed Dean Evans; "but I think I am even more concerned about getting cooperative action in meeting the needs we already recognize. Standard VI is full of references to cooperative planning, cooperative guidance, and cooperative evaluation of laboratory experiences. I think that one of the big questions which faces all of us in every aspect of this program is how to get that cooperation, how to make laboratory experiences a really cooperative responsibility."

"I thought that you would be the one to give us some ideas on that, Dean Evans," responded John Conboy. "Your program of cooperation with the city schools sounds pretty ideal to most of us."

Progress is made in cooperation with community agencies. "It's far from ideal; but it is a good arrangement for us. We worked very hard to set up a basis for cooperation which would have advantages for both the city and the college. We have worked equally hard to keep it functioning smoothly. College and city officials made the plans together, and the people of the city had a full opportunity to discuss the whole arrangement at length before they voted to enter into the cooperative agreement with the college. We have continued to keep each other informed of what is going on, too. The college has sponsored the publication of a little weekly paper called *The Elm City School News*, which is circulated rather widely and contains news of interest to both the college and the public schools. We believe that our continued attention to building understanding and appreciation of the advantages of working together has been one of the biggest factors in making this arrangement a success.

"I think you have gone a lot further in community cooperation than most of us," commented Dr. Conboy. "One disadvantage of our use of widely scattered laboratory facilities is that we have relatively superficial contacts with the communities in which the schools are located. We have tried to compensate somewhat by developing a program of participation in community agencies as a part of our direct experiences prior to student teaching."

"How is your community participation supervised?" asked Dean Evans.

"Almost entirely by the college staff," replied John Conboy. "The instructors of the professional courses in which the student is working at the time have their load somewhat lightened to provide time for supervision, and we try to make the direct experience an important part of the course. There is some consultation between the college staff member and the agency representative with whom the student works, of course, but a lot more needs to be done before we can make any claim to having cooperative supervision."

"You have done more than we have, at that," admitted Dean Evans. "Our program of community participation is planned almost entirely by the student and his adviser in terms of his needs and interests and the opportunities which are available. Aside from some brief reports from the agency representatives and the student's own evaluation of the experience, we have almost no basis on which to judge its worth. There is an attempt on the part of a few of the instructors to use the

student's experiences in connection with course work, especially in the psychology classes in the sophomore year, but most of the subject matter teachers ignore them completely."

"That suggests another group of people with whom cooperation is desirable," put in Dr. Linton. "What have you been able to do about getting the subject matter teachers in your colleges to work with you in setting up programs of direct experiences?"

Staff members begin to work together. "Almost nothing, directly," replied John Conboy, "but indirectly and unofficially, I think we have made a start toward interesting them in the idea of professionally oriented direct experiences. We have an all-college advisory council which works with the Division of Education and advises us on major policies and curriculum revisions. They have been very interested in our program and have more than once defended our need for additional personnel to supervise laboratory experiences.

"Then, too, a few of the professors from other parts of the college have been asked to serve as resource persons or to help a student who needed some special equipment or information in connection with his work in the schools. A number of the staff members have spoken to me about the interest of the students and the value of such experience. One of the sociology professors has even accompanied me a few times when I went to visit students who were participating in community organizations, and has expressed an interest in our working out some direct experiences together next year. It is a very small beginning, but the difficulties of this sort of cooperation in a university setup are so great that we are happy to have even a few contacts."

Jane Randles spoke next. "We feel that we can best interest our staff members in the program by enabling them to work together in small groups on a particular problem," she said. "We haven't done much of anything toward involving the subject matter teachers yet; but the courses in Human Growth and Development and in General Curriculum, which are taught by teams of staff members, have resulted in persons who had previously taught entirely by the lecture method becoming interested in providing direct experiences. There is something about working in a group and sharing the planning and the responsibility which makes people willing to try new things which they would never dare to attempt on their own. This is especially true, of course, if part of the group is already sold on the program and ready to move ahead. We have just organized two new freshman courses which will

be taught cooperatively. We hope that there may be some room for development of laboratory experiences in connection with the freshman program."

"We have made a start in that area," said Dean Evans. "As our freshman program is set up now, a group of ten staff members are responsible for the five courses required of all freshmen. They have begun to work together in planning and carrying out their programs and have made some progress in setting up professional laboratory experiences which have values for many fields and areas of interest."

"It seems to me," summarized Dr. Linton, "that we all have a lot to do before we can claim any great achievement in implementing that part of Standard VI which calls for laboratory experiences as an integral part of subject matter courses as well as professional courses—experiences which are cooperatively planned and supervised by both subject matter teachers and the professional education staff. Probably, though, it is appropriate that most of us began working for greater cooperation among the members of our own departments. We will certainly be in a much better position to cooperate with other groups when we have learned how to work together in some of the ways you have been describing here. I can remember twenty years ago when I was a 'critic teacher' in a campus laboratory school. I never saw any member of the college staff except the Director of Training, who assigned the students to our rooms and came around and watched them teach a few times."

Student teaching experiences are cooperatively supervised. "You don't have to go back twenty years to find a lack of communication between the laboratory school and the college," asserted Jane Randles. "I am sure there are schools where almost the same conditions exist today. At Central, our laboratory school teachers have been considered regular members of the faculty and have worked closely with the college staff; but when we set up the off-campus centers we had to make sure our cooperating teachers knew something of the college program, the background of the students who were sent to them, and the purposes of the student teaching experience. The working out of the basis of cooperation with the personnel of the off-campus centers has been one of the biggest tasks of the resident supervisors. Thanks to their efforts, I believe that we can say that Central has gone a long way toward making the guidance of student teaching a really cooperative responsibility."

"We don't have resident supervisors who can give the close supervi-

sion and guidance that you describe," John Conboy admitted, "but we use other means to assure adequate communication between the college and the cooperating teachers who work with our students. The summer workshops and the internships which are a part of our state program for preparation of supervising teachers have helped a lot. In fact, they have been the biggest single influence in helping us to work together harmoniously. We have also learned that the cooperating teachers find it helpful to attend the seminar which we have for the student teachers. In order to keep them informed as to what goes on there, we send a brief summary of each session to all of the cooperating teachers. Any special announcements and notices are included, and we have found the improvement in understanding and good feeling among the cooperating teachers worth many times the trouble and expense involved.

"We also take care to see that the cooperating teacher has all the available information concerning any student who may work with him, and the actual assignment is always made after the student and the cooperating teacher have had a chance to decide whether or not they can profitably work together. Our college representative participates in the supervision of the student and has a number of three-way conferences with the student and the cooperating teacher each quarter. These conferences usually include a cooperative evaluation of the student's progress—the only place, by the way, where we have done anything about improving our methods of evaluation."

Methods of evaluation need improvement. "I was wondering about that," put in Dean Evans. "None of us have had anything to say about cooperative evaluation of laboratory experiences, even though we feel that we have made some progress toward cooperation in planning and guiding the experiences. I know it's an area where we at Elm City need to do a lot of work—and so far we have only begun to think about it."

"Thinking about it' is what we are doing, too," agreed Jane Randles. "We have decided that we need to make a comprehensive study of the whole question of evaluation and have set that up as one of the problems we plan to attack sometime in the near future. So far, it's only an item on the agenda."

"I've been wondering as I listened to you just now," said Dr. Linton, "if there might not be some significance in the fact that none of you have moved very far in developing improved means of evalua-

tion. Maybe a recognition of the need for improved methods of evaluating the growth of individual students does not occur until after there has been considerable progress in providing the conditions under which growth may more easily take place."

"You are probably right," responded Dean Evans. "Letter grades and other arbitrary symbols become increasingly inadequate as you attempt to evaluate the growth of students in all of the many competencies needed by a successful member of the teaching profession. The more we become concerned with a comprehensive program of guidance, the more we are going to feel the need of ways of recording and evaluating individual growth. It is a big problem and one we have hardly touched as yet."

Flexible organization promotes cooperative endeavor. "I have been noticing how each one of us has been constantly using the pronoun 'we' as he talked," observed Jane Randles; "and it isn't the old 'administrative we' which is meant, either. If we are thinking about arriving at some generalizations concerning ways of securing cooperative action, one important principle is that there needs to be the kind of organization in the college which will promote cooperative endeavor."

"How about a 'for-instance' there, Jane?" questioned John Conboy. "I'm not sure I see exactly what you are driving at."

"Well, I was thinking particularly of the fact that none of us have tried to make changes by telling people what to do. Instead we have set up the kind of organization which makes it easy for people to work toward the solution of their own problems. Dean Evans told us about the ten staff members who are planning together for the freshman program at Elm City Teachers College. They are able to work a great deal more effectively because their teaching loads are so organized that they can concentrate their time and effort on the freshman courses.

"A few minutes ago I mentioned the general curriculum course at Central. By the very nature of the organization of that course, the staff members involved must work with others—in planning, in evaluating, and particularly in setting up the program of laboratory experiences. It has really been wonderful to see the effect this opportunity for cooperative action has had on some of the staff members who have been teaching their specialties in watertight compartments for years."

"You don't mean that you have had any wholesale conversions, do you, Jane?" asked Dean Evans with a smile.

"No, of course I don't. However, I do think that, very slowly, but

very definitely, some genuine re-education is going on; and I believe that the organization of the course is in some measure a contributing factor."

"I think I see what you mean," agreed John Conboy. "At Jefferson we haven't done much toward setting up cooperative courses yet, but we have placed three courses, taught by two different instructors, at consecutive hours on the schedule to allow for a workshop type of organization and for various kinds of laboratory experiences outside the classroom.

"It occurs to me," he went on, "that there are probably two points at which the organization of the curriculum can have the most influence in promoting improved practices. One of these is when the staff members need to learn to work together and to see opportunities for cooperative action, as you have said. The other is illustrated by our program at Jefferson and suggests a way in which an arrangement of class time can facilitate cooperation where the readiness already exists but where inflexible requirements will not permit a cooperative course. In both instances, there are some important services which a carefully considered organization of the college program can render."

Leadership responsibilities need to be widely shared. "Your mention of the part people with administrative responsibilities have in setting up an organization which facilitates cooperative action is one illustration of the importance of leadership in any program of curriculum improvement," commented Dean Evans. "In our own institution, the leadership has been largely supplied by the status persons in the situation. President Pierce, Mr. Morris, and I have so far assumed a large share of the responsibility for initiating new procedures and for guiding programs of implementation. After our discussion tonight, I am more than ever convinced that this is a definite weakness in our program. We need to involve increasing numbers of staff members in leadership responsibilities if we are to continue to move ahead."

"You aren't advocating that administrators should never take the lead in programs of curriculum development, are you, Ken?" asked Dr. Linton.

"No, I definitely am not," replied Dean Evans. "But I am saying that persons in status positions are not the only ones qualified to provide leadership. I believe that the choice of a leader should depend on the requirements of the job to be done and the competencies of the personnel involved."

"I think I can illustrate that point from our experience at Jefferson," offered John Conboy. "As you know, my special field is elementary education. When we set up a committee to plan for the revision of the elementary sequence, I served as chairman and Dr. Dobbins, the head of the Division of Education, was a member of the committee. This year, however, when we were to do detailed planning for the new integrated course in Elementary Curriculum, Miss Osgood, a member of our staff who will be directly responsible for teaching the course, assumed the leadership role while I served as a committee member."

"I agree wholeheartedly with your concept of emerging leadership," said Jane Randles, "but I feel that there is also a particular function which can best be performed by persons in status positions. In our own program we have many small working committees which furnish a good example of widespread leadership in many phases of the program. The chief function of the dean, the head of the department, and the coordinators of professional laboratory experiences seems to be to facilitate and to coordinate the work of the many committees. I think that our situation is typical of effective leadership techniques in a very large group where self-direction is well established and where there are many capable persons to lead in committee work. The requirements for effective coordination of this type of organization are very great and make the job of those of us who have that responsibility pretty necessary."

"What we seem to be saying," concluded Dean Evans, "is that leadership needs to be shared by many members of the group, both those with some administrative responsibilities and those without. In a field which offers as many varied potentialities as the development of an adequate program of laboratory experiences, effective and sympathetic leadership by persons in status positions needs to be combined with a widely shared emerging leadership. In that way many members of the group can lead in the exploration and implementation of different aspects and yet the whole program will have unity and coordination."

PROVISION FOR INDIVIDUAL DIFFERENCES

Dr. Linton looked at his watch and then spoke hesitantly. "I know it is late, and you must be tired; but the talk about individual growth a few minutes ago reminded me of one other topic which invariably comes up every time the implementation of Standard VI is discussed.

That is the question of how to provide for individual differences. Standard VI is pretty definite about assignment, length, and withdrawal from all types of professional laboratory experiences on the basis of the opportunities provided in the situation for meeting the changing needs of the student, but as yet, not many institutions have been able to go very far in carrying out that phase of the program. Would you want to take just a few minutes to discuss what you have been doing or what you see as needing to be done?"

"I'm ready to go on if the rest are," responded John Conboy. "Sleep is never a part of the program at these conventions, anyway."

"I'd like some help on ways to provide for individual differences," added Jane Randles. "With our large enrollment and limited facilities, it is one of our biggest problems."

"I guess we all find it hard to do anything like an adequate job of implementing that aspect of the standard," admitted Dean Evans. "Why don't you begin, Jane? What have you been able to do in spite of the difficulties in a large institution?"

A large institution faces special problems. "As I told you, we have only recently been able to do much about providing opportunities for laboratory experiences prior to student teaching," Jane began. "Aside from the September field experiences, which are still pretty much a matter of individual initiative, almost all of the direct experiences come in connection with the course in Human Growth and Development for sophomores and the course in General Curriculum in the junior year. With three or four hundred students in each of these courses and staff members teaching full schedules, it is rather evident that the assignment and length of the experiences in the schools and in the community organizations depend largely on the facilities available rather than on the individual needs of the students involved. I don't mean that we don't attempt to consider individuals or that there aren't some adjustments made; but we aren't able to do nearly as much as we need or would like to do.

"We have set up a program of full-time student teaching which allows the student to go off-campus during either the spring quarter of his junior year or the fall or winter quarter of his senior year. We try to select the students who will be most ready for student teaching as juniors; but, like everyone else, we are still rather much in the dark as to what constitutes readiness.

"The development of a guidance program which would make it

possible to know the needs of our large numbers of students sufficiently well to assign them to various laboratory experiences on the basis of individual needs and interests is a tremendous problem and one with which we are still wrestling at Central.

"We have done one thing, however. We have provided for eight hours of directed electives following student teaching. The student and the resident supervisor who works with him during his student teaching period plan the activities to be included in the eight-hour block of time in terms of the needs and interests which have been revealed during student teaching. We are convinced the idea has possibilities which will be realized a lot more fully as all of us become more flexible and creative in devising ways of meeting the needs which students bring to us."

Professional courses provide for individual needs. "We don't have the problem of numbers," remarked John Conboy; "but we are limited in our consideration of individual differences by the requirements of the College of Arts and Sciences, of which we are a part. Within that framework, the small number of students in the division and the very close relationship between each student and his adviser has resulted in a program of professional education which is individually tailored in terms of the needs, capacities, and promise of growth of the student. The proposed two-quarter professional sequence will provide for greater flexibility in combining theory and practice to meet individual needs. I can foresee the possibility of some students starting full-time student teaching very near the beginning of the two-quarter period and continuing in the school for a large part of the time while others may wait until much later to begin full-time teaching."

"You aren't one of those persons who say that a student may 'need' only three days of student teaching, are you, John?" interrupted Dr. Linton.

"You know very well that I'm not—but I know what you mean," John replied with a smile. "It seems that just as soon as you begin to talk about varying the length of student teaching according to the needs of the students, someone uses the concept as an excuse to provide a meager program. If people would read Standard VI well enough to know what it really says about length of student teaching instead of just taking one idea out of context, they would have no possible justification for that kind of misinterpretation."

"I have quoted the part of the Standard which says that the period

of full-time student teaching should be long enough to permit the student teacher to understand the growth of learners resulting from his guidance so often that I know it by heart," observed Jane.

"We are just in the midst of setting up a two-year internship which will enable us to greatly expand our capacity to provide individualized experiences for our students," continued John Conboy. "We feel that a university where such a large number of the students are going into advanced professional preparation may be the ideal place to experiment with this type of program. I'll tell you more about it a couple of years from now, after our first group have completed their internships."

A need for further progress is felt. "I don't believe that I can add very much to what has been said," remarked Dean Evans as the group turned to him. "Like many others, we are a long way from fully implementing the Standard in relation to consideration of individual differences. But there are some phases where we are making progress. Our community experiences for sophomores and the experiences in the schools for juniors are assigned pretty much on an individual basis. We have fewer students and more adequate resources than Central, so we don't have the degree of difficulty which Jane talked about. However, our staff is overworked and the variety of facilities within our small city is not as great as we would like, so we are able to do considerably less individual guidance than John has described.

"We feel especially the need for some provision for varying the assignment to student teaching and for providing some corresponding variation in the length of time spent in full-time student teaching. We do make an effort to assign the student to a particular situation in terms of individual needs and interests, however, and the decision as to whether the student will spend time in one or more classrooms during the student teaching period is made on an individual basis. We have made much less progress in considering the requirements of the situation and the needs of the children and of the supervising teacher in assignment to and withdrawal from student teaching. We need to learn to recognize more clearly when children would profit more by working for a period of time with only one teacher and when a supervising teacher ought not to have a student in his room, even though he may be willing to do so."

As Dean Evans paused, Dr. Linton spoke thoughtfully. "It has always seemed to me that the consideration of individual differences in planning programs of laboratory experiences is an important mark of

a good program," he said. "If we really put into practice all we know about human growth and development we would have a radically different program of teacher education—and of education in general, for that matter. I am convinced that the only way we will ever prepare teachers who will be skilled in providing for individual differences in children is to give them experience in being a part of such a program in their pre-service preparation."

Ideas must be implemented in action. "And the only way to prepare teachers who will be skilled in using democratic procedures is to give them experience in cooperative action," added Dean Evans. "I know that we all believe in cooperative planning and in the kind of guidance which results in increasing self-direction, but I am convinced that we need to do a lot more toward implementing those concepts in our teacher-preparing institutions.

"For a long time now we have been expecting a type of education which emphasizes individual achievement and unquestioning obedience to authority to produce clear-thinking citizens who are ready and able to work with others for the good of all. Oh, I know, we have done a lot of talking about democracy and democratic principles; in fact, we have acted as though we believed that being able to talk about a thing was the same as being able to do it. Nothing, of course, could be further from the truth. The only way to prepare teachers for a democracy is through active participation in democratic procedures: participation in planning programs, in managing organizations, in making decisions, in evaluating progress, and in generalizing from all these experiences to develop a set of educational principles which will serve as a guide to action in work with children and youth."

Dean Evans stopped abruptly and smiled at the intent expressions on the faces of his companions. "Sorry, folks," he said. "I didn't mean to preach a sermon; but this is something about which I feel very strongly."

"I suspect we all have feelings very much like yours, although we probably wouldn't be able to express them half so well," responded Dr. Linton. "What impressed me in what you said, and in everything else that has been said tonight is the emphasis on action. It seems to me if we can make one point clear during our panel tomorrow—if we can convince people it is essential to actually get busy and do something about the things we believe in rather than just talk about them—we'll be doing a lot. We must not only have cooperative considera-

tion of means of improving our programs of professional laboratory experiences; we must also have cooperative action in trying out group recommendations, in observing and recording results, in evaluating outcomes, and in setting up new and improved procedures based on what has been learned. You may call it action research, or the method of intelligence, or any other name you wish, but the fact remains that this kind of action is what is needed to put Standard VI into practice in our teacher-preparing institutions."

FINAL PLANS FOR THE PANEL

"Until you mentioned the panel, I had almost forgotten the purpose of our being together here tonight," observed John Conboy. "I've had a swell time, but now I'm wondering how we're doing. How about an observer's report on how this looks to you, Dr. Linton?"

Dr. Linton shuffled the notes which he had been making from time to time during the evening before he spoke. "I have been participating too much to be anything like an impartial observer of this discussion," he replied; "but my impression is that we are doing all right. We have discussed, quite informally and with a number of side excursions, three important questions concerning the implementation of Standard VI. I have stated them as follows: (1) How and where should work toward implementation of Standard VI begin? (2) How can the program of professional laboratory experiences be made a cooperative responsibility in which all of the college staff, the personnel of the cooperating schools, the community, and the students have a share? (3) How can provision be made for individual differences in our program of professional laboratory experiences?"

"As I see it," Dr. Linton continued, "we'll take up these three questions in the general session tomorrow morning, leaving some time for questions from the floor. Then, the small group session will continue the discussion and try to arrive at some generalizations concerning the conditions which will facilitate the implementation of Standard VI. How does that sound to you?"

"It sounds all right, but I hope we can keep the discussion informal and go from one topic to the next rather naturally as we did tonight," said John Conboy.

"I have been thinking about the generalizations we expect the group to make," added Jane Randles. "Judging from our own experience, there is nothing unique about curriculum change at the college level.

In our discussion tonight we have mentioned such things as 'awareness of needs,' 'flexible organization,' and 'shared leadership,' none of which are new ideas. I wonder if, instead of trying to find a new set of generalizations for this situation, it wouldn't be more profitable to try to show how the principles of curriculum change apply here. Maybe if our teachers college faculties understood that the same principles are used in changing the college curriculum as in any other program of curriculum improvement, they might be more willing to practice the things they talk about so much."

"I'm not sure how effective the transfer would be, Jane, but it might be worth a try," admitted Dean Evans. "However, I do think you are right in saying that we ought to emphasize the application of the principles with which we are already familiar rather than suggest that this is a unique situation requiring special procedures. Funny how our habits of thinking in terms of specific patterns betray us into wanting to set up rules for each situation. A basic philosophy and the ability to apply it is what's needed, after all."

"I said awhile ago that I wasn't interested in sleep," said John Conboy, stifling a yawn, "but I seem to have changed my mind. If we are all set now, I suggest that we declare this meeting adjourned and get some rest."

John's suggestion was immediately accepted by the weary members of the group. As they left the conference room, however, Dean Evans had a final comment.

"This sort of thing is good," he said—"very good! I not only learned something about your programs but I came to see my own a lot more clearly as well."

AN EXPANDING CONCEPT

The three programs described by the panel members were quite different. They started with widely dissimilar characteristics, and changes over the five-year period did little to increase their similarity.¹ They had one thing in common, however. In each case, the staff of the institution concerned was working toward the implementation of an expanding concept of professional laboratory experiences.

At Elm City Teachers College, this goal resulted in the development of a program in which the college and the community worked very

¹ For a comparative summary of programs of professional laboratory experiences in the three institutions, see Appendix A.

closely together to provide many and varied direct experiences for the teachers college students. The improvement of the opportunities for the students to become involved in the full range of the activities of the teacher and in community participation and service was the outstanding achievement of this program.

Jefferson University developed its program of professional laboratory experiences as a part of its integrated professional sequence for prospective elementary school teachers. The close integration of laboratory experiences and college courses, the preparation of cooperating teachers, and the plans for an internship were important features of Jefferson's program.

The improvement of the student teaching experiences was the major concern of the staff of Central State Teachers College for a considerable period of time. When full-time student teaching became established and off-campus centers for student teaching were set up, it became possible to use the laboratory school and other nearby facilities for expanding the program of laboratory experiences prior to student teaching. Curriculum revision by means of small experimental groups to try out projected new courses was a concurrent development at Central and resulted in a course organization which offered opportunities for increased number and variety of direct experiences.

Thus, as over the years new activities and procedures followed the development of an expanding concept of professional laboratory experiences, the meaning of the concept continued to grow. It came to mean not rigid schedules but flexible organization, not administrative edict but cooperative endeavor, not domination by a few but leadership shared by many, not an end to be gained but a goal to be continuously approached—not, in short, a series of patterns and procedures but a way of working and of living which pervades the whole of the program of teacher education.

As these three institutions, and hundreds like them, look ahead to further progress in the implementation of Standard VI—as they look toward initiating internship programs, flexible student teaching assignments, and increased community participation—there is ample proof that, for each of them, such progress will result in a constantly expanding concept of professional laboratory experiences and that the term will come to mean progressively more—much, much more.

BIBLIOGRAPHY

- AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION. *Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria*. Report of the Sub-Committee to the Committee on Standards and Studies and Member Institutions. The Association, 1949.
- . *Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education*. The Association, 1952.
- AMERICAN ASSOCIATION OF TEACHERS COLLEGES. *School and Community Laboratory Experiences in Teacher Education*. The Association, 1948.
- BISHOP, CLIFFORD. "A College Cooperates in Formulating Its Objectives," *Educational Administration and Supervision*, January, 1950.
- CASWELL, HOLLIS L. "The Place of the Campus Laboratory School in the Education of Teachers," *Teachers College Record*, April, 1949.
- COMMISSION ON TEACHER EDUCATION. *The Improvement of Teacher Education*. American Council on Education, Washington, D. C., 1946.
- EVENDEN, E. S. "A Quarter Century of Standards," *First Yearbook of the American Association of Colleges for Teacher Education*. The Association, 1948.
- HENDERSON, KENNETH B. AND BROWN, EDWARD. "Student Participation in Determining College Policy," *The Journal of Teacher Education*, December, 1950.
- JAMISON, D. G. AND HARDAWAY, C. W. "Report of an Evaluation of the Professional Education Curriculum," *The Teachers College Journal*, May-June, 1950.
- KASKE, ERNA. *The Oneonta Experience in Building a Professional Education Sequence*. The Collegiate Press, Menaske, Wisconsin, 1944.
- KOPEL, D., WATTENBERG, W., AND DEBOER, J. "Curriculum Reconstruction at the Chicago Teachers College," *Educational Administration and Supervision*, November, 1939.

- LINDSEY, MARGARET. "The Coordinator of Professional Education," *The Teachers College Journal*, May-June, 1950.
- LOW, CAMILLA, et al. *The Child and the Community: A Laboratory Handbook for Pre-Service Teachers at the University of Wisconsin*. School of Education, University of Wisconsin, January, 1948.
- MACOMBER, F. G. "A Core Program in Teacher Education," *Educational Leadership*, November, 1949.
- MCALLISTER, JANE E. "A Teachers College Studies its Curriculum," *Educational Administration and Supervision*, March, 1944.
- MIEL, ALICE. *Changing the Curriculum—A Social Process*. D. Appleton Century Company, New York, 1946.
- SYRACUSE UNIVERSITY. *A Functional Program of Teacher Education*. American Council on Education, Washington, D. C., 1941.
- VITARELLI, W. V., RAUP, R. B., AND SMITH, B. O. "Teachers Help to Remake a Community," *Teachers College Record*, January, 1945.
- YOUNG, LLOYD P. "Preparation of Teachers for Community Service," *Teachers College Record*, March, 1946.

APPENDIX A A COMPARATIVE SUMMARY OF PROGRAMS IMPLEMENTATION OF THE ASPECTS OF STANDARD VI IN

ELM CITY TEACHERS COLLEGE

A. *The Place of Professional Laboratory Experiences in the College Curriculum*

Implemented most fully:

When laboratory experiences prior to student teaching are integrated with other parts of the college program.

When there is flexibility in planning for professional laboratory experiences.

When the intensive period of work, known as student teaching, occurs at that point in the professional sequence when the student is ready to assume a growing share of the responsibility for guiding the experiences of a group of learners.

When provision is made for laboratory experiences following student teaching.

Freshman program provides for some laboratory experiences which contribute to several courses.

Community experiences in sophomore year are largely independent of course work.

Participation in city schools is related to junior course in Teaching in the Elementary School.

Most activities are scheduled for a set period of time. Some variation in length of time juniors spend in participating in one classroom.

Student teaching in the senior year for all students. Some selection of first semester group on basis of vague and subjective criteria.

No organized program of direct experiences at present.

B. *Nature of Professional Laboratory Experiences*

Implemented most fully:

When a variety of experiences helps the student to form working concepts of the role of the teacher in the school and the community; to understand children and youth of varied abilities and socioeconomic backgrounds; and to develop competence in working with children, parents, colleagues, and community agencies.

A wide variety of activities are available through the close cooperation of the college and the community.

Participation in professional organizations is encouraged.

There is some lack of variety in school situations because laboratory experiences are confined largely to the city.

OF PROFESSIONAL LABORATORY EXPERIENCES
THREE TEACHER-PREPARING INSTITUTIONS

JEFFERSON UNIVERSITY

CENTRAL STATE TEACHERS COLLEGE

Two year professional program.
Limited school and community contacts as a part of Child Development course. More extensive school contacts in professional quarter before student teaching.
Little relation between professional and general education courses.

Many experiences scheduled in advance.
Opportunity for more flexibility in two-quarter professional sequence.
Progress made easier by small number of students.

Assignment to student teaching spring quarter of junior year or fall or winter quarter of senior year. New two-quarter professional sequence will make possible assignment at any time during period when readiness is demonstrated.

Individualized program of direct experiences as part of elective course in Philosophy of Education.

All students have some work with community agencies and contacts with a number of different school situations.

Few laboratory experiences in connection with courses in Human Growth and Development and General Curriculum courses.
September Field Experiences largely unrelated to course content.
No freshman experiences.

Little or no flexibility possible at present.
Progress limited by large number of students and lack of facilities.

Selection of students to do student teaching third quarter of junior year is made on the basis of readiness demonstrated in previous laboratory experiences.

Program of directed electives makes laboratory experiences following student teaching possible. Some use being made of this possibility.

Experiences prior to student teaching are limited in extent and variety.

IMPLEMENTATION OF THE ASPECTS OF STANDARD VI IN

ELM CITY TEACHERS COLLEGE

When the period of student teaching provides opportunities for the student to perceive the major aspects of the teacher's work as a whole.

When provision is made for some full-time student teaching.

When the needs of the individual student dictate for each area of teaching the particular activities to be engaged in and the sequence of those activities.

When the activities engaged in are those inherent in the particular laboratory situation and ones that would normally be carried on with the given group of learners.

When an internship, as a part of a fifth year of professional study is recognized as providing certain experiences that have unique values for the preparation of teachers.

C. Assignment and Length of Laboratory Experiences

Implemented most fully:

When the assignment to a particular laboratory situation is based upon the needs, interests and abilities of the individual student and the characteristics and opportunities of the given situation.

When the length of time spent in a given laboratory situation, as well as in each professional laboratory experience or activity, is flexible in terms of the best interests of the student.

When provision is made for continuity in the study of a given situation.

Each student has one semester of full-time student teaching during which he engages in many of the activities of a regular member of the staff.

Eighteen weeks full-time student teaching is required of all students.

Implementation of this aspect varies greatly due to inadequate preparation of supervising teachers. Some progress is being made as teachers gain experience and skill.

Continued contacts with schools over several years enables students to participate in a wide variety of activities and reduces the temptation to "stage" special experiences not related to the on-going work of the school.

No fifth year program.

All assignments considered in terms of the students involved. Effectiveness of assignment limited by lack of insight of individual staff members into needs of students, by available facilities, and by requirements which must be met by all students.

The time spent in a given situation varies only in special cases. Persons supervising laboratory experiences differ widely in ability to consider the needs of students in planning experiences within a given situation.

Experiences prior to student teaching are scheduled from six to nine weeks in a given situation.

THREE TEACHER-PREPARING INSTITUTIONS (*Cont'd*)

JEFFERSON UNIVERSITY

Students usually live on campus at some distance from the schools where they work. Participation in the out-of-class activities of teachers is limited.

Twelve weeks of full-time student teaching is required of all students.

Well qualified cooperating teachers are generally very sensitive to individual needs and plan students' activities accordingly.

Close cooperation between cooperating teachers and college staff encourage planning of desirable experiences in direct relation to school program. Limitation of student's time in the school sometimes necessitates adaptations in scheduling activities.

A two year internship program providing for an integrated program of theory and practice will be offered for the first time in 1959.

Careful consideration of the total needs of students dictates assignment to all types of laboratory experiences. Individual guidance is effective because of small number of students.

Two-quarter professional sequence has resulted in much improved provisions for flexibility in length of assignment. Exploration of mechanics of achieving desirable variation still largely in the future.

Definite lack of continuity in school experiences in connection with Child Development course—one hour or one morning a week.

CENTRAL STATE TEACHERS COLLEGE

Off-campus centers provide excellent opportunities for students to live the life of a teacher and gain experience in major aspects of a teacher's work.

Most student have twelve weeks of full-time off-campus student teaching. The remainder have full-time on-campus assignments for the same length of time.

There is less attention to individual needs than is desirable due to inexperience of cooperating teachers. Progress is evident as off-campus centers continue to be used.

In experiences prior to student teaching the impossibility of close supervision of large numbers of students occasionally results in routine requirements by college instructors having little relation to work in a particular situation. Improvement is being made, however.

No plans for internship.

The directed electives in the senior year are assigned on the basis of individual need. Other assignments are fairly routine due to large numbers of students and inadequate guidance program.

The situation is similar to that previously described. Considerable variation in length of time spent in a particular activity is possible during off-campus student teaching, however.

Most experiences prior to student teaching lack provisions for desirable continuity. The situation is somewhat better in relation to the directed electives for seniors.

IMPLEMENTATION OF THE ASPECTS OF STANDARD VI IN

ELM CITY TEACHERS COLLEGE

When the period of full-time student teaching is long enough to permit the student teacher to understand the growth of learners resulting from the guidance given.

When withdrawal from a laboratory situation is made with consideration for the nature of the particular activities the student is developing with children.

When the number of different laboratory contacts is varied to meet the needs of individual students.

D. Guidance of Professional Laboratory Experiences

Implemented most fully:

When the student has a vital and growing part in the management of his professional laboratory experiences.

When the guidance of professional laboratory experiences is directed toward helping the student generalize from experiences and develop a set of educational principles.

When the evaluation of growth in meeting and dealing with laboratory experiences is a continuous and integral part of the learning process rather than a separate activity engaged in periodically and when it is in terms of the student's ability to use basic generalizations in meeting new experiences.

E. Guidance of Professional Laboratory Experiences as a Cooperative Responsibility

Implemented most fully:

When assignments to laboratory situations are made cooperatively by those persons who are most fully acquainted, on the one hand, with the student and his needs and, on the other, with the needs and opportunities of the laboratory situation.

Student teaching full-time for nine or eighteen weeks in one situation.

There is no regular provision for any variability in withdrawal from a situation. An occasional student completes an activity on his own time after close of regular assignment.

Variation in number of contacts is made only during student teaching (one or two contacts).

The need for cooperative planning is accepted in principle. However, there is incomplete coordination of efforts among staff members, many of whom lack time and skill for guidance activities.

Effective continuing guidance in the development of a philosophy of education is still in the future. Some help in this area is given in the senior seminar.

Little progress has been made in developing means of evaluating growth. This is an area where the need for improvement is great.

Student participates more or less actively in decisions concerning assignments. The practices of individual advisors and the number of available situations are limiting factors.

THREE TEACHER-PREPARING INSTITUTIONS (*Cont'd*)

JEFFERSON UNIVERSITY

Full-time student teaching for twelve weeks.

Flexibility in withdrawal as well as in assignment procedures is possible during two-quarter professional sequence.

No variation in number of contacts at present.

Students participate in planning their professional work in classes and individual conferences with advisers. New curriculum course was cooperatively planned by staff and students.

Cooperating teachers have been especially effective in developing and applying educational principles in classroom situations. A conscious effort is made to promote the ability to generalize from experience.

Cooperative evaluation of student teaching experience is a continuous concern of student and cooperating teacher. College supervisor participates in some conferences. Frequent conferences with advisor provide of cooperative consideration of growth.

All assignments are cooperatively made. Student and cooperating teacher participate in approval of student teaching assignment.

CENTRAL STATE TEACHERS COLLEGE

Full-time student teaching in off-campus centers scheduled for nine weeks. Concentration may compensate for comparatively brief time.

Variation in time of withdrawal is not practical except in very unusual circumstances.

Variation in number of contacts not practical because of scheduling difficulties.

There is little or no student participation in planning experiences prior to student teaching.

Cooperative planning is common during student teaching experience.

Directed electives are planned by student and advisor.

The senior professional course in educational philosophy provides opportunity for the development of a functional set of educational principles by each student.

Seminar during student teaching is also helpful in this area.

A comprehensive study of the whole area of evaluation is planned for the near future.

Directed electives program is cooperatively planned by student and faculty advisor. Other assignments are generally made by staff members. Facilities are so limited as to make consideration of student's preferences difficult.

IMPLEMENTATION OF THE ASPECTS OF STANDARD VI IN ELM CITY TEACHERS COLLEGE

When the data relative to the needs, abilities, and background of experience of the student are shared with the laboratory teacher prior to the student's work in the laboratory situation.

A system of records and plans for avenues of communication among all persons working with a student are in the process of development.

When conferences and other channels of communication between laboratory and college teachers are easily available throughout the several years of college.

Supervising teachers, student teachers and college supervisors participate in weekly seminars. A monthly news sheet aids communication.

When both college and laboratory teachers share in the supervision of laboratory experiences.

Close working relations with city school system and dual responsibilities of a number of staff members promote extensive and effective cooperative supervision.

F. *Facilities Needed to Implement the Program of Professional Laboratory Experiences*

Implemented most fully:

When one or more laboratory schools are available for laboratory experiences related to the school and its community.

Through a cooperative arrangement with the city, all city schools function as laboratory schools. The college participates in the hiring of key personnel.

When a range of other school situations is available.

No rural or large city schools are available under the present arrangement.

When nonschool educational agencies are available for use cooperatively by the college.

There is extensive use of available nonschool agencies. College works with the Recreation Department of the city.

When the extent of facilities is such that (a) each student has contacts with varied types of school and community situations, (b) a student can continue in a situation for a period of time that the experience has learning value for him, and (c) his experiences in the situation are inherent in the given situation.

Facilities are convenient and accessible but somewhat limited in variety because of the size of the community. Well developed cooperative relationships between the college and the city make possible a high quality of experiences.

When each laboratory teacher qualifies as a child specialist, a competent teacher of children, and one skillful in guiding another in the art of teaching through direct participation in teaching-learning situations.

Increased competency of supervising teachers is being promoted through tuition-free college classes, curriculum development programs and skillful supervision by well-qualified principals.

THREE TEACHER-PREPARING INSTITUTIONS (*Cont'd*)

JEFFERSON UNIVERSITY

Complete student records, including autobiography, are provided for cooperating teachers. At least one individual conference between student teacher and cooperating teacher occurs before student teaching.

Summer workshops are held for cooperating teachers who also participate occasionally in the student teaching seminar. A written summary of seminar meetings is sent to cooperating teachers.

Community laboratory experiences are supervised largely by college staff and agency representatives.

Cooperating teachers and college representatives share supervision of student teaching experiences.

No laboratory school. Plans are being made to use one or two nearby schools more extensively than in the past.

Students work in fifteen or twenty schools in the city or its suburbs each quarter.

An ample number and variety of non-school agencies are available to meet the needs of the present program.

Available school facilities are extensive and varied. The distance of some of the schools from the campus makes full participation in out-of-school activities difficult for some students.

Cooperating teachers are carefully selected and exceptionally well qualified for their work. They are certified by the state after completing a period of training including a workshop and an internship.

CENTRAL STATE TEACHERS COLLEGE

Resident supervisors in off-campus centers are responsible for furnishing data to cooperating teachers. A preliminary visit to the school provides a personal contact.

Seminar meetings held by resident supervisors in off-campus centers are attended by cooperating teachers and students. Channels of communication with supervisors of experiences prior to student teaching are generally poor.

The resident supervisor and cooperating teachers share the general supervision of student teaching. Teachers from subject matter areas participate in varying degrees. Supervision of experiences prior to student teaching are almost entirely in the hands of participating schools and agency representatives.

Laboratory school is used generally as a demonstration school and for laboratory experiences prior to student teaching.

The schools of the city are used for experiences prior to student teaching. Off-campus centers provide variety for student teaching.

Nonschool agencies are available in the community but are not extensively used as yet.

In all areas facilities are still inadequate. The establishment of off-campus centers has helped greatly but has not solved the problem.

The teachers in the laboratory school are very well qualified. Cooperating teachers in off-campus centers are gaining skill through work with resident supervisors.

IMPLEMENTATION OF THE ASPECTS OF STANDARD VI IN

ELM CITY TEACHERS COLLEGE

When the contribution of the college instructors and the laboratory school teachers is recognized as differing in type rather than quality and extent.

When the instructional load of all staff members (laboratory teachers and teachers of college classes) is adjusted to provide for the inclusion of activities with students in laboratory situations.

When there is an adequate laboratory school library with a well trained staff.

City school teachers and college staff meet often professionally and socially. Mutual appreciation seems to be the prevailing attitude.

Supervision of laboratory experiences other than student teaching is not recognized as a part of the load of staff members. This limits the amount of time any staff member can spend in addition to his regular load.

A children's library occupies one room of the college library but no children's librarian is employed.

THREE TEACHER-PREPARING INSTITUTIONS (*Cont'd*)

JEFFERSON UNIVERSITY

Representatives of cooperating teachers' group participate in curriculum revision and other professional activities with the college staff.

Instructors of professional courses have a lightened instructional load to provide time for supervision of experiences in schools and in the community.

No laboratory school.

CENTRAL STATE TEACHERS COLLEGE

Laboratory school teachers are a part of the regular staff with equal rank and salary. They work very closely with members of the Education Department.

All staff members are teaching full schedules with no time allowed for setting up, supervising, or evaluating laboratory experiences prior to student teaching. Coordinators of laboratory experiences cannot adequately supervise all work. Resident supervisors are provided for off-campus centers.

Excellent library and trained librarian are available in the campus laboratory school.

APPENDIX B

STANDARD VI—PROFESSIONAL LABORATORY EXPERIENCES¹

MEANING AND FUNCTION

OF PROFESSIONAL LABORATORY EXPERIENCES

The significance of direct experience in the learning process requires that the curriculum of teacher education make provision of such experience, for the need is great at all maturity levels. To build the resourcefulness needed by today's teacher in meeting varying and different situations requires many opportunities to study the major professional activities of the teacher by participating in such activities. There is need for direct experience to develop understanding that goes beyond verbalization and fixed skills; to develop action based upon thinking and flexible and creative use of skills. Such direct experience for the teacher-to-be may be called professional laboratory experiences. These laboratory experiences should provide:

1. An opportunity to implement basic concepts and ideas discussed in college classes so that the student may study the pragmatic value of the theory and check his understanding of the theory in action;
2. help for the student in seeing his needs (both personal and professional) and outlining experiences which should be included in his further study; and
3. an opportunity for the student to study his ability to guide actual teaching-learning situations.

The first two of these purposes call for laboratory experiences as an integral part of education courses and of professionally treated content courses. In fact, such laboratory experiences may well be a part of academic courses whose content, while directed toward the student as individual and citizen, is used professionally by the teacher of children and youth. The third purpose suggests a period of intensive, continuous work with a given group of learners in which the student carries major responsibility for guiding the learning process. Such a period also contributes to the first two purposes and may well be provided through a separate course known as student teaching. Although the student teaching period contributes to all three purposes, it cannot take the place of the more diversified laboratory experiences extending throughout the period of college study. Such experiences need to be included in course work to give meaning to ideas discussed and concepts developed. Nor can laboratory activities had in connection with college classes replace the more intensive work with a given pupil group. Both are needed in the program of professional education of teachers. "Professional laboratory experiences" is an inclusive term; student teaching is one type of such experience.

Professional laboratory experiences include all those contacts with children, youth, and adults which make a direct contribution to an under-

¹ American Association of Colleges for Teacher Education, *Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education*, The Association, 1952.

standing of individuals and their guidance in the teaching-learning process. *Student teaching* is a period of guided teaching when the student takes increasing responsibility for guiding the school experiences of a given group of learners over a period of consecutive weeks.

IMPLEMENTING THE CONCEPT OF PROFESSIONAL LABORATORY EXPERIENCES

To be adequate a standard for implementing the foregoing concept of professional laboratory experiences must deal with the qualitative aspects of the college program. The abilities and the background of experience of students in one college may differ greatly from that of students enrolled in another institution. Therefore, a simple quantitative standard must give way to one that is flexible, yet gives direction in planning a desirable program for a teacher education institution. The following paragraphs outline the several aspects of a standard which is designed to guide the development of professional laboratory experiences appropriate for the purposes and conditions of each member institution.

A. *The Place of Professional Laboratory Experiences in the College Curriculum.* The nature of a student's preceding experiences in a given area, rather than the age of the learner or his position in the educational ladder, is the criterion for determining the amount and place of direct experience in the college curriculum. *Professional laboratory experiences*, therefore, *should be an integral part of the work of each year of college.* This aspect of the standard is implemented most fully:

1. When laboratory experiences prior to student teaching are integrated with other parts of the college program. The student derives more from his direct experiences prior to student teaching when they grow out of and are brought back to his work in college courses than when they comprise a separate and independent series of guided experiences.
2. When there is flexibility in planning for professional laboratory experiences as work progresses rather than scheduling laboratory experiences for a considerable period in advance. This is necessary if provision is to be made for the needs of individual students and for student participation in the planning of experiences.
3. When the intensive period of work, known as student teaching, occurs at that point in the professional sequence when the student is ready to assume a growing share of the responsibility for guiding the experiences of a group of learners. Such readiness has many component parts, both personal and professional, and is conditioned by a variety of factors. For example, the student who is ready to engage in student teaching should possess some sensitivity to problems and factors affecting a teaching-learning situation, some understanding of the major aspects of child growth and development, some ability to study the needs, interests, and abilities of a given group of learners, and some understanding of how to apply basic principles of learning. He should likewise possess some degree of emotional stability, a reasonable amount of poise, and good mental and physical health. These

factors of readiness should be viewed in terms of development to the point where the student can profitably extend his competencies by assuming greater responsibility for guiding the activities of a group of learners over a consecutive period of weeks.

Readiness is an individual matter. Recognition of individual differences means that not all students will enter upon the work of student teaching at the same point in the professional sequence. Each placement is contingent upon the ability of the student and the nature of earlier professional laboratory experiences.

4. When provision is made for professional laboratory experiences following student teaching: (a) to permit students to do more intensive work in areas of special interest or competence; (b) to make it possible to strengthen shortage areas; (c) to help students gain a new overview of the larger school situation and to study the interrelationships of its various parts. Again the nature and extent of laboratory experiences at this point will vary greatly in terms of the needs of the individual student. For some the work will be largely observation, for others direct teaching; for some there will be many short contacts, for others an extended period of work in a single situation; for some the experiences will be largely within the school situation, for others chiefly in the community. For some such laboratory contacts will be extensive; for others they will be a resource to be used occasionally.

B. *Nature of Professional Laboratory Experiences.* If the student is to build an action-picture of the role of the teacher in public education there must be opportunity to experience the work of the teacher both within and without the classroom. This includes a study of the work of the school as a whole, of pupil and community backgrounds as a basis for improving the educational program, of the responsibilities of the teacher and the school in sharing in and improving community activities. The professional program should be designed to afford *opportunity for responsible participation in the major areas of the teacher's work.* This aspect of the standard is implemented most fully:

1. When a variety of experiences helps the student to form working concepts of the role of the teacher in the school and the community; to understand children and youth of varied abilities and socio-economic backgrounds; and to develop competence in working with children, parents, colleagues, and community agencies.
2. When the period of student teaching provides opportunities for the student to perceive the major aspects of the teacher's work *as a whole* and to gain in a functional understanding of the interrelationships among the various aspects through being an active agent in the teaching process.
3. When provision is made for some full-time student teaching—a period of consecutive weeks when the student's college program consists only of those activities related to student teaching. While the student may have contact with a range of activities of the teacher through diversified laboratory experiences prior to student teaching, it is through a period of full-time student teaching that the student can

best see these activities in relationship, in a single setting, and test his ability to carry on these activities concurrently.

4. When the needs of the individual student dictate for each area of teaching the particular activities to be engaged in and the sequence of those activities.
5. When the activities engaged in are those inherent in the particular laboratory situation and ones that would normally be carried on with the given group of learners.
6. When the internship, as a part of a fifth year of professional study, is recognized as providing certain experiences that have unique values for the preparation of teachers. Chief among the values to be kept in mind by colleges having an opportunity to develop an internship program are: (a) continuity between pre-service and in-service education; (b) gradual induction as a member of a school staff with participation by those who know the beginning teacher; (c) more effective placement for work; (d) opportunity for the college to study the effectiveness of its work and make needed curricular modifications.

C. Assignment and Length of Laboratory Experiences. Where the student should engage in the various types of professional laboratory experiences and how long he should continue with a given experience, and how long he should remain in each situation are conditioned by the needs of the student, the degree to which the given experience can contribute to those needs, and the student's rate of growth. *Choice of laboratory situation and length of time spent there will vary with individuals. Each experience should be long enough to help the student achieve the purposes for which he entered upon it.* This aspect of the standard is implemented most fully:

1. When the assignment to a particular laboratory situation is based upon the needs, interests, and abilities of the individual student and the characteristics and opportunities of the given situation. Attention should be given to the personality of the student, the kind of professional work anticipated, and indicated professional competence and need. In judging the laboratory situation such items as the following should be considered:
 - a. The group of children or youth. Is this projected assignment in the best interest of the children?
 - b. The person directly responsible for guiding the laboratory experience (hereafter called the laboratory teacher). What is the ability of this teacher to give the particular type of guidance needed by the student? Is such an appointment advisable in terms of the teacher's total load—teaching load, committee responsibilities, health factors?
 - c. The program of the group and the school. Are the normal interests and activities of the group those which provide the needed experiences for the given student?
2. When the length of time spent in a given laboratory situation, as well as in each professional laboratory experience or activity, is flexible in terms of the best interests of the student. This includes consideration of the needs of the individual student, his rate of growth, whether his

- needs can best be met during the present period or through later experiences in other situations, and consideration of opportunities provided in the given situation to meet the *changing* needs of the student.
3. When provision is made for continuity in the study of a given laboratory situation. Really to understand a situation, to be intelligently active about it, and to note change and how it came about call for continuing contact with that situation. Other things being equal, fewer laboratory situations, of varying types, studied in their various aspects and really understood are to be preferred to a larger number that are partial and not continued long enough really to achieve the purposes for which they are designed.
 4. When the period of full-time student teaching is long enough to permit the student teacher to understand the growth of learners resulting from the guidance given. There is need for each student to stay with at least one laboratory situation for a period sufficiently long to observe how activities develop and how learnings are extended and horizons widened. The student should stay with a laboratory situation long enough to see the growth emerging from cooperative efforts of teachers and learners so that he may know the satisfactions of teaching, know his strengths and weaknesses in guiding teaching-learning situations, and attain a functional understanding of the learning process.
 5. When withdrawal from a laboratory situation is made with consideration for the nature of the particular activities the student is developing with children. A contact should be terminated with regard for the best interests of the children and at the point where withdrawal can be satisfying to the student himself.
 6. When the number of different laboratory contacts is varied to meet the needs of individual students. What and how many contacts are needed by the student are contingent upon opportunities in a given situation to meet the needs of the student for experience with the scope of the teacher's work in the school and the community, with pupils of different socio-economic backgrounds, abilities, and maturity levels, and with different curriculum patterns and administrative organizations in schools.
- D. Guidance of Professional Laboratory Experiences.** The quality of the professional laboratory experience is as important as the range of experience, if not more so; quality of experience is conditioned in large part by the guidance given as the student engages in a particular activity. The quality and nature of the guidance given become especially important when fixed patterns and prescribed regulations are replaced by concern for individual differences among students. *Guidance of professional laboratory experience should be at all times in terms of basic educational principles.* Guidance should demonstrate the principles recommended for use in working with children and youth. This aspect of the standard is implemented most fully:
1. When the student has a vital and growing part in the managing of his professional laboratory experiences. As the student shares in developing plans for his own program, he has firsthand experience with

the guidance process and can see its effect upon himself. Thus, he can grow in his understanding of what is involved in the process of guiding children and youth.

2. When guidance of professional laboratory experiences is directed toward helping the student generalize from experiences and develop a set of educational principles. Underlying concepts and basic principles, rather than patterns and fixed ways of responding, give the prospective teacher the power needed to meet changing conditions in the laboratory situation and in later teaching situations.
3. When evaluation of growth in meeting and dealing with laboratory experiences is a continuous and integral part of the learning process rather than a separate activity engaged in periodically and when it is in terms of the student's ability to use basic generalizations in meeting new experiences. Throughout, evaluation is based on study and analysis by the staff, cooperatively with the student, of anecdotal and other types of descriptive records of specific reactions to situations.

E. *Guidance of Professional Laboratory Experiences as a Cooperative Responsibility.* If professional laboratory experiences are to be an integral part of the college program, the development of these experiences should be *the joint responsibility of the person directly responsible in the laboratory situation and the college representatives most closely associated with the student's activities in the laboratory situation.* Laboratory and college staff members should work together to help the student see the interrelationships between laboratory experiences and other college activities and mutually to re-enforce learning experiences. College and laboratory staff members should coordinate their efforts to eliminate conflicts that interfere with learning. This aspect of the standard is implemented most fully:

1. When assignments to laboratory situations are made cooperatively by those persons who are most fully acquainted, on one hand, with the student and his needs and, on the other, with the needs and opportunities in the laboratory situation. Usually these persons are the student's college adviser, the student himself, and the director of the laboratory program who brings knowledge of the work of the various laboratory groups and the over-all program of the laboratory center.
2. When data relative to the needs, abilities, and background of experience of the student are shared with the laboratory teacher prior to the student's work in the laboratory situation. This may be done through conference, a special report, or making student cumulative records easily accessible. Coordination is more easily realized where provision is made for the cooperative study and discussion of the data.
3. When conferences and other channels of communication between laboratory and college teachers are easily available throughout the several years of college. These, both with and without the participation of the student, may include consideration of such items as selection of laboratory experiences, evaluation of student progress and growth, determining needed additional laboratory experiences, advisement regarding teaching problems in a given laboratory situation, and understanding the respective philosophies and educational points of view of laboratory and college teachers.

4. When both college and laboratory teachers share in the supervision of laboratory experiences. Each has a definite contribution to make to the growth and development of the student—the college teacher in helping implement ideas developed in college courses, in building upon the student's particular abilities and background of experience, and in turn modifying his own teaching and the college curriculum in terms of the needs shown by students at work in laboratory situations; the laboratory teaching in providing guidance based upon an intimate knowledge of a particular teaching-learning situation, upon a depth of understanding of child development, and upon the competencies of a capable teacher of children.

F. Facilities Needed to Implement the Program of Professional Laboratory Experiences. Facilities should always be viewed with reference to the goals to be achieved. They are essentially service tools and their worth and the use to which they are to be put can be judged only in terms of that which they are to serve. The number of college students to be served, the specific curriculum design, the nature and availability of educational resources in the given community all are factors that condition decisions regarding the scope and nature of needed laboratory facilities. There is need for *laboratory facilities sufficiently extensive to provide for each student contact with "normal" situations, varied enough to provide contacts with different pupil groups and different curriculum and administrative organizations, and located for student convenience and staff accessibility.* This aspect of the standard is implemented most fully:

1. When one or more college-controlled schools are available for laboratory experiences related to a school and its community. Control refers to a reasonable influence by the college over policies relating to selection of staff and to procedures in curriculum development. In general, this school (or schools) should be a representative school in the sense of having a non-selected group of children or youth and a definite community setting, a staff of able teachers qualified to guide professional laboratory experiences, and a program that is dynamic and forward-looking. The school should be one in which the staff, the administration, and the community are willing to cooperate in making the school a situation serving the dual function of providing the best possible program for children and of providing desirable experiences for prospective teachers. In some cases this will mean a college-owned campus laboratory school, in others an off-campus school or schools developed cooperatively by the college and the local school system, in still others a combination of campus and off-campus facilities.
2. When a range of other school situations is available. No one school can provide the needed range of experiences with children of varied socio-economic backgrounds, with different major educational philosophies, with varied types of instructional materials, with different patterns of administrative organization. No one school can provide the suggested range of professional laboratory experiences for a large student body. Schools or particular situations within a school should be selected for the differentiating philosophy, curriculum design, ad-

ministrative organization, and community setting presented. Like the college-controlled situations named in the preceding paragraph, these schools should be staffed by teachers qualified to help students study the particular point of view or organization represented, see what is involved in its implementation, and analyze critically its effects upon children, teachers, and the community.

3. When non-school educational agencies are available for use cooperatively by the college. Learning to understand and help educate children and youth means seeing them in a variety of situations, recognizing the place of the school in the community, and understanding its role in relation to other educational agencies. Direct contact with a range of community agencies and situations helps to develop the understandings necessary for the modern teacher. Initiative for the supervision of the student's work in these agencies should be taken by the college representatives. The staffs of the agencies can make a direct contribution to the student's thinking but should not be expected to have the same qualifications for the guidance of professional laboratory experiences as the teachers named in items 1 and 2 foregoing.
4. When the extent of facilities is such that (a) each student has contacts with varied types of school and community situations, (b) a student can continue in a situation for a period of time that the experience has learning value for him, and (c) his experiences in the situation are consistent with those inherent in the given setting. This means, for example, that class groups should not be divided to accommodate a given or growing number of college students, nor should the length of laboratory contacts be conditioned by the number of students. Rather, as college enrollments increase, steps should be taken to extend laboratory facilities.
5. When each laboratory teacher qualifies as a child specialist, a competent teacher of children, and one skillful in guiding another in the art of teaching through direct participation in teaching-learning situations. It is not enough that the laboratory teacher who is responsible for guiding the experiences of the college student be a teacher highly qualified to work with children. He should be equally competent in his understanding of the college student and in his ability to guide the student in working with children.
6. When the contribution of college instructors and laboratory school teachers is recognized as differing in type rather than in quality or extent. If the college program and laboratory activities are to be coordinated as closely as they should be, responsibility for developing the curriculum of the college-controlled laboratory schools should be shared by the entire college staff, and planning of the unique function of laboratory experiences in the college program should be done jointly by the college and laboratory school teachers. The laboratory school teacher who carries major responsibility for guiding the student should be a recognized member of the college faculty. There should be no differences in remuneration, rank, or faculty privileges to cause status barriers to arise.

7. When the instructional load of all staff members (laboratory teachers and teachers of college classes) is adjusted to provide for the inclusion of activities with students in laboratory situations. Not only should the load of each staff member be adjusted to make it possible to include professional laboratory activities, but these activities should be considered a regular part of the teaching load. To view the teaching load in terms of number of classes or clock hours of class instruction does not coincide with the basic point of view of this report.
8. The laboratory school library should serve three main purposes:
 - a. It should be a demonstration library for the laboratory school and an important part of the educational experiences of the children.
 - b. It should help student teachers to learn how to use public school libraries and community libraries effectively both as a teaching tool and as a means of continuing their own education.
 - c. It should serve as a laboratory and practice center for the preparation of teacher librarians in those institutions in which these are prepared.

If the laboratory school facilities of the college are located in a separate building or separate buildings a library unit should be provided in each building or in each closely-located group of buildings. The need is sometimes met, though less adequately by providing a reading room and other facilities for laboratory school children in the main library.

Provisions should be made in the laboratory school library for such facilities as reading tables and chairs of appropriate height for all the students who will use it, and for a small adjacent room in which student-teachers can work on the preparation of teaching units and have ready access to the children's books and materials that are kept in that library.

Librarians, experienced in the field of public school library service, should have general responsibility for the special library units in the laboratory schools and should be able to demonstrate the services of a school library with children of various ages and also supervise the work of prospective school librarians, and classroom teachers in the use of the school library.

The foregoing standard is described in terms of six major aspects, all parts of an integral whole. As the art of teaching is a mosaic made up of many parts, so the various aspects of professional laboratory experiences are an integral part of the total program of teacher education. Each has a part to play and that part must be seen in the light of the total design of the curriculum of the teachers college.

INDEX

- Activities of student teacher, 421-24, 46, 51-52, 60, 80-81, 85, 104-13, 131, 140, 142-45
- Admission:
 - of secondary graduates to elementary curriculum, 43-44
 - to professional preparation, 78-79
 - to student teaching, 21-22
- American Association of Colleges for Teacher Education:
 - accreditation by, 117
 - standards of, v-vi, 1-3, 31-33, 117
 - visiting committee of, 31, 32-33, 170
- Assignment to laboratory experiences:
 - as a cooperative process, 54-55, 92, 95-96, 102-03, 162
 - bases for, 21-22, 24, 50-52, 77, 102-03, 142, 143, 162
 - length of, 20-21, 25, 51, 80, 92, 93, 101, 118, 130, 142, 153
 - number of, 25, 50, 51, 55, 79-80, 92, 93, 94, 101, 118, 130, 153
 - varied to meet individual needs, 20, 25, 50-51, 54-55, 87, 93, 95-96, 102-03, 147, 148, 179-81
- Association for Student Teaching:
 - branches of, 74, 103
 - Yearbook 1951, *Off-Campus Student Teaching*, 141
- Campus school (see Laboratory school and Facilities)
- Central State Teachers College:
 - catalogue description, 125-28
 - characteristics of program, 6-7, 185
 - courses offered in 1953, 128-29, 150-51
 - courses offered in 1953-1958, 150-51
- Central State Teachers College (*Cont.*):
 - Day in the Life of a Supervising Teacher, 136-37
 - development of freshman courses, 163-64
 - goals suggested by Standard VI, 134, 164-65
 - human growth and development course, 149-53
 - improvement of student teaching, 138-49
 - off-campus centers, 142-48
 - plan for implementing Standard VI, 134-35; chart, 134-35
 - problems, 129-31
 - professional sequence, 132-33
 - reorganization of junior courses, 151-61; chart, 159
 - responsibilities of cooperating teachers, 131-32
 - revision of senior requirements, 161-63
 - September field experiences, 153-56
- Characteristics of programs:
 - Central State Teachers College, 6-7, 185
 - Elm City Teachers College, 6-7, 184-85
 - Jefferson University, 6-7, 185
- College teacher:
 - as a resource person, 95, 100, 104, 145, 158, 160
 - load of, 29, 75, 172
 - need for, 75-76, 148
 - teaching cooperatively, 41-42, 44-45, 56-57, 100, 150-52, 158-60, 163-64, 173-74

Community:

- cooperation with college (*see* Cooperation: college and local schools, and college and community agencies)
- participation in activities of, 23-24, 27-28, 48, 50, 53-56, 64, 80, 92-94, 96-98, 122-23, 134-35, 140-41, 152-53, 179
- teacher's part in, 23, 28, 85-86, 91, 96, 145, 182
- using resources of, 33-38, 48, 50, 54-56, 58-60, 88, 90-92, 92-94, 107-09, 110-11

Conferences:

- individual, 20, 75, 86, 95, 102
- small group, 57
- team, 21, 63
- three-way, 20, 74-75

Cooperating schools, 47, 49-53, 131, 168, 169, 170

Cooperating teacher (laboratory or supervising teacher):

- certification of, 73, 103
- cooperation with college staff, 15, 19-21, 52, 73-74, 98-99, 131-32, 136-37, 161, 174-75
- internship for, 74-75
- news sheets for, 48, 105, 172
- participation in curriculum development, 14-15, 32, 98-99
- participation in student teaching seminar, 52, 75, 105
- preparation of, 22, 38, 52-53, 73-75, 115-116, 169-70
- qualifications of, 22, 36
- responsibilities of, 131-32, 136-37
- typical day in the life of, 136-37
- workshop for, 73-74

Cooperation:

- among staff members, 41-42, 44-45, 56-57, 100, 150-52, 158-60, 163-64, 173-74
- college and community agencies, 3, 50, 53-56, 94, 152-53, 172-73
- college and cooperating teachers, 52, 73-74, 98-99, 161, 174-75
- college and laboratory school, 15, 19-21, 131-32, 136-37, 161
- college and local schools, 24, 33-38, 47-53, 99-102, 115-17, 131, 153-56, 171-72
- college and state education agency, 73
- college staff and students, 61, 95

Cooperation (*Cont.*):

- professional and subject matter instructors, 68, 79, 100, 104, 149, 173-74
- Cooperative agreement for use of off-campus facilities, 35-38, 49, 131, 145-47, 170
- Cooperative development of laboratory experiences, 20-21, 56-57, 73-74, 99-100, 140-43, 152-53, 164, 177-78
- Cooperative guidance of laboratory experiences (*see* Guidance: a cooperative process)
- Cooperative supervision (*see* Supervision of laboratory experiences: a cooperative responsibility)
- Coordinator:
 - of each year of program, 44-45, 54
 - of freshman program, 42, 163
 - of general methods course, 16-17, 158-60
 - of laboratory experiences, 130-31, 140, 152-53, 155
 - of student teaching, 32-33, 36, 49
- Curriculum in elementary education:
 - courses listed,
 - Central State Teachers College 1953, 128-29, 150-51
 - Central State Teachers College 1958, 150-51
 - Elm City Teachers College 1953, 16, 43
 - Elm City Teachers College 1958, 43
 - Jefferson University 1953, 81
 - Jefferson University 1958, 118
 - development of (*see* Curriculum development)
 - study focused on, vi
- Curriculum development:
 - action needed, 182-83
 - cooperating teachers in, 14-15, 32, 98-99
 - definition of teacher competencies as a basis for, 40-41, 99, 132
 - factors producing change in, 28-30, 69-72
 - importance of leadership in, 69, 177-78
 - in freshman programs, 41-42, 163-64
 - in internship programs, 115-17
 - in professional courses, 98-99, 149-53, 157-61

Curriculum development (*Cont.*):

- in professional sequence, 14-15, 39-46, 69

- in public schools, 53, 96, 114-15

- organization to promote cooperative action in, 40, 69, 176-77

- principles of, 184

- student's part in, 61, 98-99

- values of cooperative action for, 47
- ways of initiating change in, 168-71

Day in the Life of a Supervising Teacher, 136-37

Director of student teaching (*see* Coordinator of student teaching)

Elliott School, 15, 18-23, 29-30, 38

Elm City Teachers College:

- admission policies, 10-11

- analysis of professional laboratory experiences, chart, 64-65

- campus and buildings, 9

- characteristics of program, 6-7, 184-85

- cooperation with community, 32-38

- elementary education curriculum 1953, 14-18; list of courses, 16

- elementary education curriculum 1958, 39-46; list of courses 1953-58, 43

- evaluation of program 1953, 24-26

- evaluation of program 1958, 63-66

- factors promoting change, 28-32

- faculty, 13-14

- history, 10

- new outlook, 27-28

- professional laboratory experiences 1953, 18-20

- professional laboratory experiences 1958, 46-63

- purpose, 10

- setting, 8-9

- students, 11-13

Evaluation:

- continuous process, 23, 25

- cooperative process, 23, 25, 56, 91, 113

- forms of, 111-12, 155-56

- in terms of abilities to use basic generalizations, 66

- in terms of Standard VI, 24-26, 63-66, 76-77, 117-19, 164

- need for study of, 175-76

- of professional courses, 91, 152

- of program, 47

- persons responsible for, 23, 56, 111-12, 155

Evaluation (*Cont.*):

- principles of, 112-13

- students' part in, 56, 111-12, 155

- use of records in, 55-56, 151

Facilities for laboratory experiences:

- affected by building program, 28-29
- bases for selecting, 24, 34, 37, 143-44

- campus, 18-19, 25, 127-28, 130, 131

- contracts governing use of, 35-38, 131, 145-47, 170

- nature of control of, 18, 25, 35, 36, 145-47

- need for more, 29, 31, 132

- off-campus, 24, 25-26, 33, 141-49

- use of non-school community resources, 48, 54-56, 58-60, 88, 94, 152-53, 172-73

Field trips:

- planning for children, 110-111

- in freshman program, 57-59

General education:

- differentiation of elementary and secondary education majors in, 14-16, 42-43

- direct experiences connected with, 16, 17, 56-60, 164

- directed electives in, 15-16, 162

- freshman courses in, 15, 41-42, 56-60, 81, 163-64

- integration with professional education, 88, 90-91

- two years of, 15-16, 81

Guidance:

- a college responsibility, 17-18

- a cooperative process, 2, 25, 63, 79, 86-87, 174-75

- persons responsible for, 18, 44, 56, 62, 79, 86, 102

- professional assistance needed, 63

- through conferences (*see* Conferences)

- through group counseling, 57

- through records, 56, 62, 63, 78-79, 103, 109

- through supervision, 114, 172

Individual differences provided for in:

- assignment to laboratory situation (*see* Assignment: varied to meet individual needs)

- course activities, 102

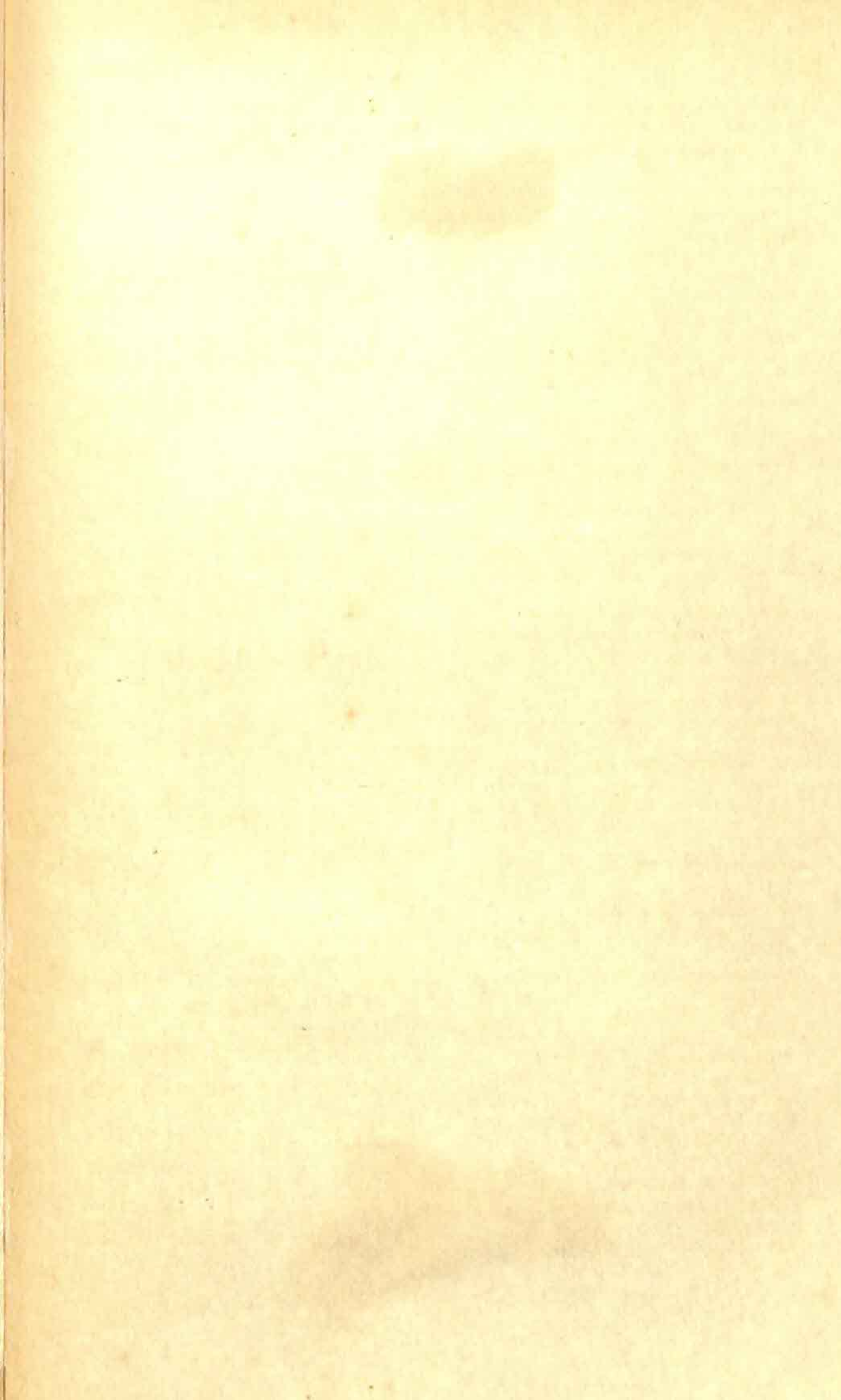
- length of experience, 20, 25, 51, 55, 64

- nature of experience, 20, 21-22, 25, 50-51, 54-55, 64, 87, 102-03, 111-12

- Individual differences (*Cont.*):
 planning programs, 50-51, 54-55, 64, 79, 86-87, 113, 114
 point of beginning student teaching, 102-03
 workshop activities, 96, 162
- Integration:
 of laboratory experiences and other parts of the curriculum, 3-4, 19-20, 31-32, 42, 44-46, 49-51, 56-60, 75, 79-80, 90-91, 93, 102, 105, 114-115, 153, 156, 161
 of theory and practice, 80, 114-17
 of work of required courses, 42, 44-46, 77, 88, 90-91
 through general curriculum courses, 16-17, 45-46, 98-100, 158-160
- Internship:
 for supervising teachers, 74-75
 in a graduate program, 70-71, 115-17
- Jefferson University:
 admission to professional preparation, 78-79
 Blueprint for Action, chart, 120-23
 characteristics of program, 6-7, 185
 curriculum in elementary education, 79-82, list, 81
 deficiencies in terms of Standard VI, 76-77
 evaluation in terms of Standard VI, 117-19
 experiences after student teaching, 113-15
 first year of professional preparation, 88-96
 future progress, 82
 internships,
 for cooperating teachers, 74-75
 for graduate students, 115-117
 laboratory experiences by course, list, 118
 need for curriculum for elementary teachers, 68-72
 report of Division of Education, 67-68
 Robert Tarlton's autobiography, 83-87
 senior professional work, 99-104
 student teaching, 104-113
 summer laboratory experiences, 87, 97-99
 workshop for cooperating teachers, 73-74
- Journal of Teacher Education*, 60
- Laboratory experiences (*see* Professional laboratory experiences)
- Laboratory experiences following student teaching:
 individual basis for assignment to, 113-14, 162
 internship, 70-71, 113-15
 nature of, 4
- Laboratory experiences prior to student teaching:
 as part of academic courses, 19, 42, 56-60, 88, 91-92, 164
 as part of professional courses, 3-4, 16, 19-21, 44-46, 49-51, 56, 79-80, 88-90, 93-94, 95, 99-102, 132-33, 161
 in community activities, 3, 23-24, 25, 50, 53-56, 80, 87, 90-91, 92-94, 96-98, 152-53
- Laboratory school, 15, 18-23, 25, 29, 30, 126, 127-28, 130, 131-33, 136-37, 139, 161, 168, 169, 174
- Laboratory teacher (*see* Cooperating teacher)
- Leadership:
 concepts of, 177-78
 importance in curriculum development, 69, 177-78
- Length of professional laboratory experiences, 20-21, 25, 49, 50, 80, 93, 101, 118, 130, 132, 142, 153
- Local schools:
 cooperation with college (*see* Cooperation)
 participation in (*see* Participation)
- McMillan Laboratory School, 126, 127-28, 132, 136
- Nature of professional laboratory experiences:
 after student teaching (*see* Laboratory experiences following student teaching)
 during student teaching (*see* Activities of student teacher)
 prior to student teaching (*see* Laboratory experiences prior to student teaching)
 varied to meet individual differences (*see* Individual differences provided for)
- Observation:
 as an integral part of professional courses, 19-20, 79, 88-90, 132-33, 161
 as related to teaching, 22
 guides to, 19-20, 89

- Off-campus centers:
 - advantages of, 145
 - contractual agreements with, 146-47
 - criteria for choice, 143-44
 - difficulties of, 141-42
 - disadvantages of, 144
 - examples of, 141
 - plans for, 142-43
 - supervision of, 143, 145, 147-48, 149
- Off-campus student teaching (*see* Off-campus centers)
- Off-Campus Student Teaching*, Yearbook 1951 of the Association for Student Teaching, 141
- Organization:
 - of freshman programs, 41-42, 163-64
 - of general curriculum courses, 16-17, 157-61
 - of professional sequence, 45-46
 - to promote cooperative action in curriculum development, 40, 69, 98-99, 161, 163-64, 176-77
- Out-of-class activities, participation in, 17, 60-61
- Participation:
 - as a part of general curriculum courses, 20-21, 50, 80, 99-102, 133, 161
 - full-time, 21, 99-102
 - in community activities (*see* Community)
 - in local schools, 47-53, 80, 93, 95, 99-102, 153-56
 - in out-of-class activities and campus government, 17, 60-61
 - in professional activities, 60, 85
 - planning for, 99-101
 - purposes of, 100-101
- Principles:
 - of evaluation, 112-13
 - of curriculum development, 184
 - for teaching controversial issues, 108
- Professional courses:
 - American Education, 81
 - Child Development, 81, 92-93
 - Child Psychology, 128, 132-33
 - Children's Literature, 81, 98, 128, 133
 - Creative Dramatics, 128, 133
 - Directed Electives, 162
 - Educational Evaluations, 16-17, 45
 - Educational Psychology, 45, 81, 129, 133
 - Elementary Curriculum, 98-102, 128, 133
 - General Curriculum, 157-160
- Professional courses (*Cont.*):
 - General Methods, 16
 - Human Growth and Development, 150
 - Introduction to Education, 88, 90, 91
 - Methods of Teaching in the Elementary School, 81, 94-95, 98
 - Orientation to Education, 128, 132, 163
 - Philosophy of Education, 99, 114, 115, 128, 133, 163
 - Principles and Techniques of Supervising Student Teachers, 131
 - Principles of Elementary Education, 16-17, 45
 - Senior Seminar, 46
 - School Problems Laboratory, 95-96, 98-99
 - Teaching of Art, 129, 133
 - Teaching in the Elementary School, 45-46
 - Teaching Language Arts, 16, 129, 133
 - Teaching Mathematics, 129-133
 - Teaching Music, 128, 133
 - Teaching Physical Education, 129-133
 - Teaching Reading, 81, 98
 - Teaching Science, 129, 133
 - Teaching Social Studies, 129, 133
 - Tests and Measurements, 129-133
- Professional organizations:
 - American Association of Colleges for Teacher Education (*see* American Association of Colleges for Teacher Education)
 - Association for Student Teaching, 74, 103
 - Future Teachers of America, 60, 85
 - student participation in, 60, 85
 - Teacher Education Club, 77, 85
- Professional activities, student participation in, 60, 85
- Professional laboratory experiences:
 - assignment to (*see* Assignment)
 - defined, 4-5
 - development of concept of, 3-4, 7, 134, 184-85
 - during summer, 87, 96-99, 154-56
 - evaluation of (*see* Evaluation)
 - following student teaching (*see* Laboratory experiences following student teaching)
 - guidance of student in, 2, 17-18, 25, 50-51, 86-87, 102, 103, 109, 114, 152

- Professional laboratory (*Cont.*):
 integrated with other parts of the curriculum (*see* Integration)
 internships, 70-71, 74-75, 115-17
 length of (*see* Length of laboratory experience)
 prior to student teaching (*see* Laboratory experiences prior to student teaching)
 student teaching as (*see* Activities of the student teacher)
 varied to meet individual needs and abilities (*see* Individual differences provided for)
- Professional sequence, 14-15, 45-46, 132-33, 150
- Records:
 as a basis for guidance, 56-62, 63, 78-79, 103, 109
 in admission to professional preparation, 43-44
 in analysis of class procedures, 109
 in assignment to student teaching, 103
 forms of, 55, 75, 83-123, 109
- Resident supervisor of off-campus centers, 143, 145, 147-48, 149
- Resource persons:
 in professional courses, 95, 100, 104
 subject matter instructors as, 145, 158, 160
- September field experiences, 154-156
- School and Community Laboratory Experiences in Teacher Education*, 2
- Staff:
 load of, 29, 75, 131-32, 136-37, 172
 need for, 75-76, 148
 qualifications of, 22, 36, 76, 147-48
 resource persons, 95, 100, 104, 145, 158, 160
 teaching cooperatively (*see* Cooperation)
- Standard VI:
 aspects of, 2, 135
 background of, 1-2
 evaluation in terms of, 24-26, 63, 66, 76-77, 117-19, 164
 evaluative criteria of, 2, 33, 118
 experiences outlines in, 132
 factor in curriculum development, 31, 164
 goals suggested by, 5, 134-35
- Standard VI (*Cont.*):
 implementation of, v, 5-7, 24-26, 32, 34, 63-66, 135, 138
- Student teaching:
 admission to, 21-22
 bases for assignment to, 21, 25, 51-52, 102-03
 cooperative teaching in, 22, 106
 difficulties of part-time, 131, 139
 full-time, 19, 21-24, 51-52, 80, 104, 139-140
 length of, 17, 80, 113, 128, 130, 142
 nature of experiences in (*see* Activities of the student teacher)
 number of assignments, 25, 50, 51, 55, 64, 128
 off-campus (*see* Off-campus centers)
 orientation to, 103-04
 readiness for, 21, 50, 65
 scattered practice in, 33
 seminar activity in, 105
 supervision of, 22, 52-53, 75, 111-12, 131, 139-40, 143, 145-49
- Supervising teacher (*see* Cooperating teacher)
- Supervision of laboratory experiences:
 a cooperative responsibility, 20, 22, 51-52, 94, 111-12, 145, 172
 as guidance, 114, 172
 nature of, 22, 52, 54, 114, 140
 persons responsible for, 20, 25, 51-52, 54, 75, 111-12, 131, 140, 145, 156
 trained persons needed, 22, 52-53, 147-48, 169-70, 172
- Teacher shortage, elementary:
 a factor in curriculum change, 30-31, 68
 plans for meeting, 39, 42-44
 single certification as a help, 39
- Teacher competencies:
 defined, 40-41, 132
 means for developing, 99
- Teaching:
 cooperative, in student teaching, 22, 106
 cooperation among staff members in (*see* Cooperation)
 defined, 119
 purposes of, 85
- Workshop:
 for in-service teachers, 95-96
 for supervising teachers, 73-74
 techniques in professional courses, 101-02, 162



Form No. 3.

PSY, RES.L-1

**Bureau of Educational & Psychological
Research Library.**

The book is to be returned within
the date stamped last.

[illegible]

WBGP-59/60-5119C-5M

370.73

MCG Form No. 4

BOOK CARD

Coll. No. 370.73

Author McGeech,

Title Direct...
- packu educat

Date.

Issued to

370.73

MCG

OTHER VALUABLE TITLES IN THE

Teachers College Studies in Education

ART IN THE COLLEGE PROGRAM OF GENERAL EDUCATION

by Ernest Ziegfeld

This new book gives a clear statement of the implications of general education for college arts programs.

Part One of the volume is devoted to an investigation of general education—its importance, direction, and purposes. In Part Two, Dr. Ziegfeld discusses the nature of art experience, its significance for the individual, and its role in social development. The implications of the first two parts for the college program of art instruction are developed in Part Three.

The chief contribution of this study is neither in the philosophy of general education nor in the philosophy of art, but rather in bringing the ideas from these two fields together and in exploring their implications for the college art program. 239 pp. Cloth \$4.00. Published in 1953.

INTERGROUP EDUCATION AND THE AMERICAN COLLEGE

by Marjorie B. Smiley

An integrated and comprehensive rationale for curriculum planning for intergroup education in liberal arts colleges is developed in this study. The author analyzes data on existing conceptions, policies, and practices in intergroup education in selected liberal arts colleges, evaluates the proposals and provisions reported, and recommends guiding principles for curriculum planning.

College program planners will be especially interested in the author's appraisal of three major approaches thus far developed for making intergroup education a part of the general education in liberal arts colleges. 210 pp. Cloth \$4.25. Published in 1952.

STUDENT PARTICIPATION IN COLLEGE ADMINISTRATION

by Frances E. Falvey

This study is specifically for executives, faculty, and students who are working to enrich college living through more effective student participation in the affairs of their institution.

Focusing attention on the four-year liberal arts college, the author examines the status and trends of student participation, gives specific examples of various types of student participation, and analyzes their values, limitations, and objectives. Attention is then directed to current problems in this important field, and methods for stimulating satisfactory forms of student participation are suggested. 208 pp. Cloth \$4.00. Published in 1952.

Bureau of Publications

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

NEW YORK 27, N. Y.